NEA Today

WASHINGTON, D.C. VOL. 4, NO. 9 JUNE 1986

INSIDE

NATIONAL

New reports may redirect education reform. 3

NEA foundation charts a rescue mission. 10

No grades, no play, says NCAA. 11

STATE

School funding: burden shifts to states. 7

LOCAL

L.A. local spreads the joy of teaching. 9

DEBATE

Field trips: kids on a lark, or really learning? 23

A New Threat to America's Public Schools

Story on page 4

PRESIDENT'S VIEWPOINT

New Report, Old Truths

This issue of *NEA Today* is scheduled to hit your mailbox shortly after the release of the latest national report on education. This new report comes from a special Carnegie Task Force on Teaching as a Profession, and I know its contents very well. I was a member of the Task Force.

I was, in fact, the only member of this 14-person Task Force with recent teaching experience—which meant that I faced a challenge that almost all of us face at one time or another: How can you help well-intentioned people understand why some ideas can improve education—and others only make learning more difficult?

The 14 of us on the Carnegie Task Force met five times over eight months, and this question was constantly on my mind.

As could be expected, all of us on the Task Force didn't agree on everything. The final Task Force report includes several concepts that trouble me.

I feel, for instance, that the report places too much emphasis on creating a national teacher standards board and pays too little attention to the importance of creating state-level professional standards boards—with teacher majorities.

And I'm apprehensive about the Task Force recommendation that we create a new position of "lead teacher" in our schools. I'm concerned about any step that might lead us toward a situation that makes some teachers more "equal" than others.

Nor do I believe, as the report suggests, that schools ought to experiment with "market" approaches—vouchers, for instance, or plans that would encourage schools to contract out instruction to educational entrepreneurs. The "market" for public education is every single child—not just a select few—and I don't support any plan that could lead to full opportunity for some and less opportunity for others.

Joe Di Dio

NEA President
Mary Hatwood Futrell

I have problems with other aspects of the report as well, and I spelled out these concerns in the reservations I filed to accompany the Task Force's final document. But I think it's important to separate the individual problem areas of the Carnegie report from the report's central message—and that message is positive, even heartening. In a very real sense, this report clearly repudiates much of the nonsense that has passed for education "reform" over the past three years. Let me give a few examples.

Would-be reformers have argued that anyone who knows a subject ought to be allowed to teach it in the schools, even if that person has never been certified and trained to teach. But the Carnegie report argues forcefully that teachers need far more than subject-area knowledge to be effective.

"Teachers," says the report, "need a command of the subjects they teach, a sound grasp of the techniques of teaching those subjects, information about research on teaching, and an understanding of children's growth and development and of their different needs and learning styles."

Would-be reformers have pushed reform plans that tell teachers what to teach and how to teach it.

Answers Carnegie: "It is unlikely that policymakers are better judges of the best means to improve the education of individual children than teachers. Legislation cannot make teachers effective, nor can administrative bureaucracies in large districts."

Would-be reformers have rushed into law merit pay–inspired plans that offer teachers "incentives" for improving student performance.

Points out the Carnegie report: "No method that we know of for measuring student performance and connecting it to teachers' rewards is yet satisfactory."

All these Carnegie Task Force conclusions were reached by a group of leaders from widely varying constituencies. That's an encouraging sign, a sign that effective coalitions for change can be built at the state and local level. I'm confident that as we reach out to build these needed coalitions, we'll be able to translate this new Carnegie report into workable prescriptions for better schools—and better learning. □

TRENDS

Sly . . . As in Stallone

Last month's premiere of the cartoon series "Rambo" coincided with the appearance of Rambo dolls in toy stores.

A coincidence? No—just part of the newest and most crassly commercial development in children's television programming. The new-wave kiddie shows, presented as entertainment, are in fact little more than program-length commercials. The intent is to keep kids chronically excited about toys.

"The children," says Peggy Charren, president of Action for Children's Television, "are getting a manufacturer's catalogue instead of real programming content."

A Tragic Connection

The teenage suicide epidemic may be linked to the number of handguns available in American homes. According to a paper delivered by Pamela Cantor before the American Association of Suicidology, almost two-thirds of the roughly 5,000 teens who commit suicide each year use guns found in their own homes.

Cantor's presentation coincided with congressional action easing restrictions on the sale of handguns.

Prudence and Jurisprudence

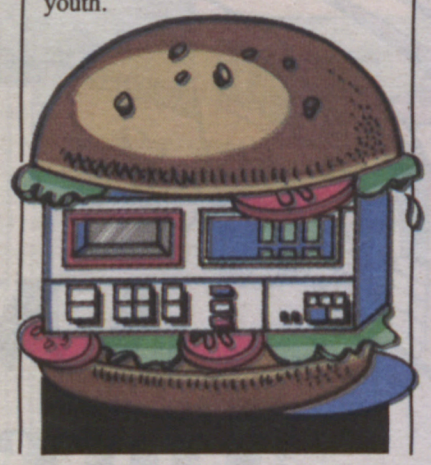
The physical structure of tomorrow's schools may be determined by today's lawsuit-happy climate. August Steinhilber, general counsel for the National School Boards Association, reports that school boards across the country are considering reducing services in order to reduce the risk of high damage awards in liability cases.

Possible actions include removing equipment from playgrounds, diving boards from pools, and gymnastic equipment from gyms. Some schools may discontinue health services.

The problem, says Steinhilber, is soaring insurance premiums that are forcing many districts to cancel policies.

Tubed Out and Tubby

While many fitness-conscious American adults now exercise regularly and watch their diets, among the "physical" activities most enjoyed by today's children and teenagers is staring at the VCR. And that workout, combined with an obsession for fat-soaked fast food, is making miserably poor physical fitness the norm among American youth.



The most comprehensive fitness study ever conducted by the President's Council on Physical Fitness and Sports reveals that today's students are a flabby lot. Underdeveloped muscles and virtually nonexistent stamina are common.

Among the findings: 75 percent of all females and 55 percent of all males age 6 to 17 could not do more than one chin-up.

Dropouts Drop In

The outside world evidently proves tougher than they imagined.

Half of the high school students who dropped out of school during the early 1980s have returned to the classroom, according to a U.S. Department of Education survey. The study found that by 1985, 38 percent of the dropouts had earned a diploma, and another 13 percent were pursuing a degree.

The Department also found that the longer students stay in school, the more likely they are to return: 41 percent of senior-year dropouts later graduated, compared with only 27 percent of sophomore dropouts.

Roll Over, Beethoven

Bruce Springsteen may actually help your students better understand Al Einstein.

Jackie Johnson, an education researcher at San Diego's United States International University, claims that discipline problems decline by half in classrooms in which background music is played. And that conclusion holds, says Johnson, whether the tune is Bach's "Largo from Concerto in D Minor for Flute and Strings" or the Pointer Sisters' "Neutron Dance."

"Music," Johnson explains, "tends to alter a student's mood and attitude." The use of background music "facilitates better classroom management." □

NEA Today June 1986
VOL. 4, NO. 9

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.83 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

Copyright © 1986 by the National Education Association of the United States. All rights reserved.

NEA President: Mary Hatwood Futrell
Executive Director: Don Cameron
Editor: Ann Kurzius
Assistant Editor: Bill Fischer
Publisher: Robert E. Harman
Associate Publisher: Sam Pizzigati

Staff Writers: Marian Clayton, Diane Dismuke, Carl Luty, Vicky Lytle, Nancy R. Needham, Jane Power, Heidi Steffens
Contributing Writers: David Bourdon, Mary Faber, Eddy Gattis, C. Paul Mendez, Larry Rubin, Stefanie Weiss

Editorial Specialist: Linda Hill
Advertising Coordinator: Suzanne Wade
Production Managers: Paul Bergman, Bill Dresser, Penny Grayson
Production Specialist: Ann Marie Bohan

Production Support: Cathy Hough, Kathy Kelly, Marsha Pearson, Helen Stone
Art Direction: William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published nine times a year (September, October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Second class postage paid at Washington, DC, and additional mailing offices. Send address changes to NEA, 1201 16th Street, N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

NATIONAL

Reform's Second Wave?

New reports seek to refocus three-year-old education reform movement.

The school year may be winding down, but the debate over school reform is very much gearing up. This spring and summer will see the release of several major new reports on education that could redirect the course of the reform movement.

The first of the new reports—*A Nation Prepared: Teachers for the 21st Century*—is the product of a special 14-person Carnegie Corporation Task Force that included NEA President Mary Hatwood Futrell. The Carnegie report, at *NEA Today* press time, was scheduled to be released May 16.

A second report will come in July when the Denver-based Education Commission of the States releases findings from its year-long study of teaching.

A third report—due in August from the National Governors Association—figures to be the most significant education document since the 1983 release of *A Nation at Risk*. The NGA report will feature a comprehensive set of recommendations that governors throughout the United States are likely to adopt as the foundation for their own individual education reform agendas.

No one knows yet what the National Governors Association will recommend, but NEA members have been working hard all year to move the education reform debate away from dead-end panaceas like merit pay and onto serious questions that really matter, namely: how can schools be restructured to give teachers and other staffers the working conditions and the resources they need to help students succeed?

In late April, NEA released results from the first national survey ever conducted on these conditions and resources. The NEA-sponsored report offers concrete statistics that demonstrate that teachers do not receive the time, space, supplies, and support to do their jobs. Nor do teachers have the opportunity to bring their professional expertise to bear on school decision-making, the study notes.

"Only when we begin to examine the conditions that exist and the resources that are available in America's schools," says the report's author, Cornell University organizational expert Samuel Bacharach, "will we be able to establish focused and strategic reforms that produce real and lasting improvement."

NEA members have been carrying that message to policymakers all year long, in a variety of hearings and meetings. NEA witnesses have testified extensively before National Governors Association panels, and two NEA members served on the "teacher renaissance" working party established by the Education Commission of the States.

Is the NEA message getting across? Early indications are positive. Policymakers seem to be increasingly skeptical of simplistic solutions.

"We're discovering that improving schools is a lot more complicated than we thought," noted Frank Newman, president of the Education Commission of the States, at an April meeting in Utah called to commemorate the third anniversary of *A Nation at Risk*.

The first of this year's education reform commissions to report its findings—the Carnegie Task Force on Teaching as a Profession—was chaired by IBM Chief Scientist and Vice-President Lewis Branscomb and drew together leading Americans from both inside and outside education.

The Task Force members weren't able to reach total consensus on every issue they considered—NEA President Futrell signed the group's final report with reservations on several points (*see page 2*)—but they did agree that America's public schools must begin offering the pay, autonomy, and career opportunities necessary to attract into teaching highly qualified people who would otherwise choose other professions.

Real reform, the Carnegie report emphasizes, won't come cheap.

"The country," notes the report, "does not enjoy the luxury of deciding whether or not to spend more; it must decide how much more to spend and how best to spend it."

Schools, the report adds, must be restructured to allow teachers to collaboratively decide "the materials and instructional methods to be used, the staffing structure to be employed, the organization of the school day, the assignment of students, the consultants to be used, and the allocation of resources available to the school."

No recommendation for reform should be imposed from on high, the Carnegie Task Force report concludes.

"Real reform cannot be accomplished despite teachers," says the report. "It will only come with their active participation."

Over the coming months, notes NEA Executive Director Don Cameron, NEA will be working to encourage governors and other policymakers to closely study the positive themes that run through the Carnegie report.

"But in the end," says Cameron, "it's not the language in reports that determines what education will be. What counts is how hard we work as NEA members, how hard we work to help the public understand what we need to help students learn." □

Carnegie Panel Spotlights Teaching Profession

***A Nation Prepared: Teachers for the 21st Century*, the recently released report of the Carnegie Task Force on Teaching as a Profession, offers a wide range of recommendations, most of which reinforce long-standing NEA positions. The Task Force, for instance, calls for—**

- **A restructuring of schools to increase teachers' decision-making responsibility and professional autonomy.**
- **Significant increases in teacher salaries to make them more competitive with other professions.**
- **Rigorous standards for teacher certification, including state action to prohibit districts from hiring teachers who do not meet licensure requirements.**
- **More continuing education opportunities for teachers, including teacher-run, district-based staff development centers.**
- **Significantly improved funding for public schools.**
- **Major new efforts to attract minorities into teaching.**
- **Removal of pension obstacles that limit teacher mobility.**

The Task Force also recommends several initiatives either not addressed or not supported by existing NEA policy:

- **Replacement of undergraduate teacher education by graduate-level programs.**
- **Creation of a National Board for Professional Teaching Standards, which would issue teaching certificates and work in cooperation with state-level licensing boards.**
- **Development of pay systems that link teacher compensation to school-wide student performance.**
- **Experiments with "market approaches"—including student choice mechanisms and teacher entrepreneurism—to increase school productivity.**

IBM Chief Scientist and Vice-President Lewis Branscomb (left) chaired the Carnegie Task Force on Teaching as a Profession. Among other members of the 14-person blue-ribbon Task Force were Oregon House Speaker Vera Katz (center) and New Jersey Governor Thomas Kean (right).

News Beat

- At the recent annual convention of the National Science Teachers Association, NSTA Executive Director Bill Aldridge suggested that 30 to 40 percent of all science courses are taught by **unqualified science teachers**. The main reason: smaller overall student enrollments have coincided with increased science course requirements, leading many school districts to assign their surplus teachers to fill science vacancies. NSTA wants the federal government to spend $600 million to give unqualified science teachers a year of training, and it wants tougher certification standards.

- The U.S. Department of Education, intent on collecting the $3.75 billion it's owed on $58 billion worth of **outstanding student loans**, says its new get-tough policy is working. Last January the Department turned over to the Internal Revenue Service the names of 657,894 delinquent borrowers. When contacted by the IRS, 40,000 defaulters quickly sent in $16 million. The IRS then began to divert tax refunds and collected another $50 million.

- Women now hold more **professional jobs** than men, and that trend is likely to continue, according to figures released in February by the U.S. Department of Labor. Women now outnumber men in such traditionally male professions as psychologist, statistician, editor, and reporter. Professional men, however, earn a median weekly salary of $581, versus $419 for professional women.

- A recent edition of *Education Week* carried eight full pages of want ads listing **teaching positions available** in 29 states. The largest number of ads came from Florida school districts, followed by Texas. Though most carried basic headlines like "Teacher Vacancies," others were more alluring: "We're on the Move in Virginia, Be Part of It," "Houston: a Great Place To Live, a Great Place To Teach," and "Join Us in the St. Louis Renaissance." □

WELL PUT!

Chicago Tribune

Chicago Tribune *syndicated columnist* ***Bob Greene***

"It's such a moving responsibility that teachers have—and it's made all the more so when you realize that they are among the least honored groups of Americans. We expect them to be there, and we give our children to them, and then we go about our own daily lives."

A NEW THREAT...

privat

It's already meaning loss of jobs for school bus drivers and cafeteria workers. Will teachers be next?

The proverbial sale of the Brooklyn Bridge may no longer be a joke or a hoax. . . not if *privatization* continues. On both sides of the Atlantic, privatization is the latest buzzword for "getting the government off people's backs," for shifting public services to the private sector.

Like the U.S. government selling off Bonneville Dam or Washington National Airport. . . or a county contracting with some national chain to run a hospital. . . or a school district contracting out jobs performed up to now by school employees.

Advocates at the Heritage Foundation say there are three ways to privatize: sell off the government enterprise, contract it out to private firms, or provide vouchers to let consumers spend the money themselves. Whatever the methods, the theory goes, private spending decisions always cost less less than public ones.

So far no one—among either fiscal or educational reformers—seriously suggests selling the public schools. "Voucherizing" education *has* been proposed, of course—by the Reagan Administration, which wants Congress to pay for vouchers with Chapter 1 funds.

Now proposals for contracting out large chunks of the work that goes on in public schools are surfacing. Budget cutters—some would say "union busters"—on school boards and in central offices believe they can find private-sector firms in, say, food service or maintenance that can do the job more cheaply than school employees. In fact, many school districts *know* they can find nonunionized private firms that pay lower wages, give fewer benefits. . . and ask lower prices.

Typically, the first service to go on the block is school transportation. The Mayflower moving company bought R. W. Harmon & Sons, the nation's second largest contractor for school bus service, in 1984, to get into the $4 billion school transportation business. Mayflower noted that only 25 percent of school bus service was privatized and there was plenty of room to expand.

Lower costs, fewer administrative headaches, no union, more efficiency—it's a come-on with great appeal for school boards fighting tight budgets. Contracting out sounds too good to be true. And often it is, as one Illinois district has discovered.

There used to be six custodians at East Peoria High School. Today there are two. In 1984, the district contracted out the work of four custodians to a private firm.

"There were problems supervising the night custodians, so the board went to a private firm," reports English teacher Pam Stone, East Peoria High School Education Association president. "Things haven't improved. We've had three cleaning services since 1984. The personal relationship we had when the custodians were district employees is gone. I used to be able to leave a note for the night custodians when I needed something special done. That doesn't work anymore."

Things now must be locked up at the end of the day. Lost jewelry, which used to be left in teachers' desks, disappears.

Contracting out isn't inevitable. An alert, well-informed community can stop it before it starts.

In southwest Illinois, 20 minutes from St. Louis, the Waterloo school board "decided this winter to get bids from private firms for our district's food, custodial, and bus services," reports Kathleen Fischer, vice-president of the Waterloo Association of Service Personnel (WASP) and a custodian at W.J. Zahnow Elementary School. "We made sure that the community knew what was happening—and that the board recognized what contracting out would mean."

WASP's petitions opposing privatization attracted 1,700 signatures from the community (pop. 5,000). Some 150 citizens attended the February board meeting.

"People spoke out about their concerns," Fischer explains, "including loss of personal relationships, accountability, quality of service—and about the community's loyalty to school employees."

The message to the board was clear—contracting out isn't good for the schools or the community. The proposals were withdrawn—except for bus service, which is being contracted to R.W. Harmon, the Mayflower subsidiary.

The bus drivers aren't WASP members. "We tried to help them," Fischer says, "but it takes a lot of work and organization. They just weren't able to get mobilized."

MEA

"Education is an integrated whole," Minnesota Education Association President Marti Zins reminds schools tempted to contract out various services. "You look at the whole child, and you don't do it piecemeal."

It takes a strong Association to stop a district from contracting out work. Support employees in Coos Bay, on Oregon's coast, are represented by an organization not affiliated with the Oregon Education Association (OEA) or NEA. Their organization remained passive when informed in January 1986 of district plans to contract out the bus, food, and custodial and maintenance services.

"The Coos Bay Education Association argued against contracting out," says Matt Christensen, who teaches social studies at Marshfield High School and serves on OEA's board of directors. "But you don't carry as much clout when it's not your jobs. The district ended up contracting out the bus and food services. They turned down the custodial service bid only because it didn't include maintenance.

"There were 145 classified employees in this district," Christensen adds. "Only 60 are left. Decent paying public jobs are giving way to minimum wage jobs with no fringe benefits."

Christensen says CBEA got involved because "we felt it was not only the moral thing to do, it was also in our self-interest. If they can contract out classified jobs today, they can start on counselors, coaches, and other certificated jobs tomorrow."

They *have* started on counselors, coaches, and other certificated jobs. "They" are the school reformers who think putting teachers in the marketplace will improve education. Some of their thinking appears in the just-released report from the Carnegie Task Force on Teaching as a Profession. The report notes that "market methods could produce incentives for improved performance and productivity" in schools and suggests that schools experiment with market approaches.

One such approach would let groups of certified teachers go into business for themselves and contract with schools for their services, "taking responsibility for anything from an individual course to an entire area of the curriculum." (This "market approach" is one of several aspects of the Carnegie report not supported by NEA President Mary Hatwood Futrell, a Task Force member. *See pages 2 and 3*).

A plan for privatizing instruction has already surfaced in Minnesota. A few years ago, the Minnesota Business Partnership—chief executive officers of major Minnesota corporations—noticed "slippage" in the educational achievement of the state's students. The group commissioned a California consultant to analyze public schools and propose reforms.

The consultants released *The Minnesota Plan* in fall 1984. It would radically restructure the state's K-12 public schools—most notably by turning them into K-*10* public schools. The 11th and 12th grades would be replaced by "voucherized" schooling.

Two aspects of the Minnesota Plan open the door to privatization:

► Various public and private entities—including public school districts—could offer the specialized 11th and 12th grades.

► The new "common high schools" (grades 7-10) could contract out for the teaching of "noncore electives"—everything but communication, social studies, mathematics, and science.

An example of the Plan's modus operandi for electives: "If the school district

New Jersey Newsphotos

Barbara Maher and her fellow school cafeteria workers are now employed by a private firm—but represented by New Jersey's North Warren Regional Education Association.

...TO AMERICA'S PUBLIC SCHOOLS

izzation

decides to make physical education a requirement, a school might hire an in-school physical education staff, 'contract in' for the services of specialists, 'contract out' with the local YMCA, or make arrangements with another district."

As you may have noticed, a lot of teaching jobs have disappeared in this scenario. That doesn't concern the Minnesota Plan authors, who see a "window of opportunity" in the large numbers of teachers and administrators retiring in the next decade.

For the few teachers who actually lose their jobs—that phys ed department, for example—the Minnesota Plan would create an "Entrepreneurial Development Fund," which would guarantee loans to displaced teachers for setting up educational service companies.

How serious is all this? So far, it's largely talk. The legislative and administrative changes needed to get the Minnesota Plan off the ground haven't happened. The Minnesota Education Association hopes they won't.

According to Rosemarie Park, MEA activist and University of Minnesota associate professor of education, "Privatization of schooling in Minnesota is mostly in the heads of noneducators—the businesspeople who commissioned the Plan, and some policy planners at the Hubert H. Humphrey Institute of Public Affairs here at the University.

"The policy planners," Park explains, "want teachers to form for-profit partnerships that would sell their services to school districts and compete for contracts the way doctors compete for patients and lawyers for clients."

Minneapolis's Northwest Area Foundation is funding a couple of experiments in "teacher partnerships." Betty Eldridge, president of the South Saint Paul Education Association, has been observing one of them for the past year.

In South St. Paul, a four-person teacher partnership has a contract with the school board to provide supplementary art and theater instruction to elementary schools. "This is just an add-on program," Eldridge explains, "perfectly good, but nothing new. The 'partners' come to regular teachers' classes when they're invited, but they don't teach the regular curriculum. A teacher is always with them. The district probably wouldn't fund the project if it had to use its own money."

The Minnesota Education Association, which is concentrating on putting across its own Education for Democracy program for the schools, is less interested in debating the merits of teacher partnerships than in explaining to Minnesotans what public education really needs.

Renee C. Byer

"Contracting out isn't an immediate issue for us," says Creve Coeur (Ill.) Service Personnel Association President Don Rybolt. "But strong contract language means job protection for the future."

Still, MEA President Marti Zins believes "teacher free enterprise" needs critical examination. "People who are working for a profit will never look at the whole child," she contends. "They'll focus on their own part, ignoring the rest. And teachers will lose all sense of collegiality if they have different employers."

Indeed. A school is surely more than the sum of its contracts.

Do the rapidly spreading national chains of tutoring centers have anything to do with privatization? So far, no.

Such operations as Sylvan Learning Centers (owned by Kinder-Kare Learning Centers, Inc.) and American Learning Corporation (owned by Encyclopaedia Britannica) currently sell their remedial, college skills preparation, and other curriculum-related services directly to parents.

But public schools increasingly offer similar services, so the question arises: could a public school contract with a chain for, say, its remedial program? At least one private elementary school, in Oregon, has done exactly that.

A requirement that those who teach in a state's public schools must be certificated could prevent school districts from subcontracting something like a remedial reading program. But private contractors can and do hire certificated staff. The real protections against contracting out instructional jobs are collective bargaining agreements and state public employment bargaining statutes that restrict a school district's ability to contract out bargaining unit work. Often such laws impose upon districts a duty to bargain before they do any subcontracting.

Private contractors are harder to control than public employees. Since the days of Boss Tweed, municipalities have found contracts fertile ground for fraud. Today lawyers also worry that a school district might be held liable for the negligence or violation of an individual's constitutional rights by a contractor who could be held to be an "agent" of the district.

Contracting out is surely an approach that education employees will hear more about. It has the potential to eliminate their jobs (or make them pay less) and to weaken schools and other public institutions—as well as to destroy the concept of public service.

—Nancy R. Needham and Heidi Steffens

Contracting Out Can Be Stopped

Your school board's seeking outside bids on jobs now done by school employees? Don't panic. Analyze the specifics of your situation, and organize yourselves and your community. Contracting out can be stopped.

In New Jersey, in 1983, the Employees Association of Willingboro (EAW) halted an effort to contract out custodial, grounds, and maintenance jobs. The EAW's strategies have worked for other local Associations:

► Analyze bids submitted by private firms. Look for potential problems, such as reduced services or employees who won't be available during the day.

► Look at the issue of fairness to employees. Would people lose jobs, be put on part-time status, take wage cuts, lose pensions and benefits?

► Examine the work of school employees to find ways to improve service or cut costs. *But don't look at reducing wages or benefits, or gutting your contract.*

► Ask to whom the employees would be accountable—the school board or the private contractor.

► Voice your concerns to the school board and community. Explain the implications for the livelihood of fellow citizens and the local economy. If a school board election is scheduled, make contracting out an issue.

► Seek support from other school employee associations in your area, from the parent-teacher organization, and from community groups.

Alert local Associations are also bargaining strong language to prevent contracting out of members' work—*before the issue becomes a real threat.*

In its first contract as an Illinois Education Association/NEA affiliate, ratified this April, the Creve Coeur Service Personnel Association (CCSPA) won language stating that the board will not employ outsiders to perform work done by bargaining unit personnel except in specified situations—and even then hours of work will be protected.

Sometimes, despite the Association's best efforts, a school board will still contract work out. In that event an Association may negotiate protections for current bargaining unit members. Negotiable issues include severance pay, pension protection, and the right of current board employees to jobs with the private firm.

A couple of years ago, the New Jersey Education Association responded to a rash of contracting-out incidents around the state by changing its constitution to allow it to follow its members into the private sector. NJEA now represents employees in several private companies.

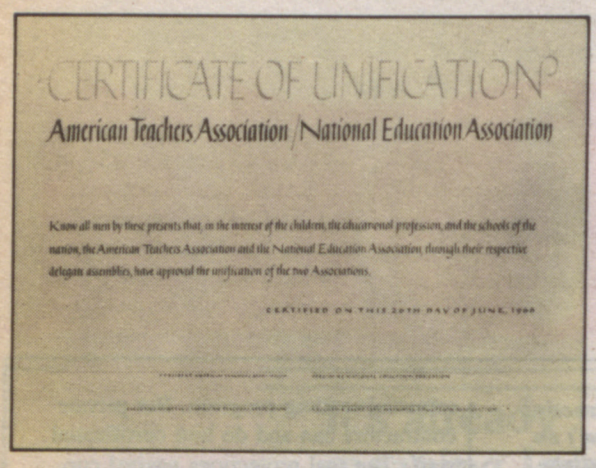
The North Warren Regional Education Association is an all-inclusive local representing about 100 teachers and service employees in northern Jersey—including the six food service workers employed by Service America, a private contractor. NWREA negotiated a separate contract with the private firm, winning the same wages and benefits the employees had when they worked for the school district.

"We'd prefer it if we were all employed by the school board," says NWREA President Julie Cole, a teacher at North Warren Regional High School, "but at least the food service workers are still full members of the Association."

—H.S.

HUMAN RIGHTS

NEA-ATA: Two Decades of Unity


CERTIFICATE OF UNIFICATION

American Teachers Association / National Education Association

Know all men by these presents that, in the interest of the children, the educational profession, and the schools of the nation, the American Teachers Association and the National Education Association, through their respective delegate assemblies, have approved the unification of the two Associations.

CERTIFIED ON THIS 20TH DAY OF JUNE, 1966

It's been 20 years since Black and white teacher organizations became one with the signing of this merger agreement.

Twenty years ago, almost 9,000 delegates to the 1966 NEA Representative Assembly in Miami Beach celebrated the long-awaited merger of NEA and the predominantly Black, 75,000-member American Teachers Association (ATA). They ushered in the "day of unity" with standing ovations and choruses of "Glory, Glory, Hallelujah."

This month, to celebrate 20 years of unity,* NEA Today *takes a look back at the events leading up to and following the historic merger of the two organizations.

Although NEA's governing documents had never placed racial restrictions on membership, little was done in the early years to encourage Black educators to participate in Association affairs.

Black educators, led by J.R.E. Lee of Tuskegee Institute, formed the National Association of Teachers in Colored Schools (NATCS)—the forerunner of ATA—in 1904. In 1926, NEA created the Committee on Educational Problems in Colored Schools, and two years later, the Representative Assembly renamed this body the Committee To Cooperate with NATCS. Eventually it became the NEA-ATA Joint Committee.

Over the years, the Joint Committee did much to improve conditions for Black teachers and students. Among other things, the Committee worked to—

► Study the health problems of Black children.

► Encourage textbook publishers to hire unbiased writers, to include unbiased presentations of minorities in American life, and to provide books by and about Blacks in school libraries.

► Promote courses, activities, and publications about race relations and the concerns of minorities.

► Stimulate the increased hiring of minority personnel in school systems and education organizations.

The Joint Committee's successful work provided the impetus for integration of the profession. And in 1963, after years of informal and unsuccessful merger discussions and proposals, RA delegates asked the Joint Committee to "consider whether and under what conditions it would be desirable and feasible to merge the two associations." At that time, 16 states and the District of Columbia had racially separate teachers associations.

The following year, the RA adopted a resolution calling for all NEA affiliates to remove restrictive membership requirements dealing with race, creed, or ethnicity by July 1, 1966, and to develop plans for complete integration. In 1964, affiliates in six states and the District of Columbia merged.

In early June 1966, delegates to the ATA convention voted 178 to 3 to merge with NEA. And at the RA that June, every single state delegation seconded the motion to merge. The delegates' vote in favor of merger was unanimous.

The Florida affiliates merged at the 1966 RA, and over the next 11 years, dual affiliates in the remaining nine states worked out merger agreements.

The NEA-ATA merger united Black and white teachers, but it also helped integrate schools and society, improved the education of students of all races, and created within NEA a deep and enduring commitment to civil rights for all.

Over the past 20 years, NEA has shown that commitment in many ways, including—

► Marching, lobbying, and supporting all efforts to achieve race and sex equity, voting rights, fair housing, and an end to apartheid.

► Training and encouraging minorities and women in the Association to be active participants and leaders.

► Providing legal assistance to teachers who have been treated unfairly.

► Sponsoring the annual NEA Human and Civil Rights Awards and Banquet.

► Promoting the history and culture of all minorities.

► Creating the Human and Civil Rights unit (in 1968) to implement these and other related Association programs.

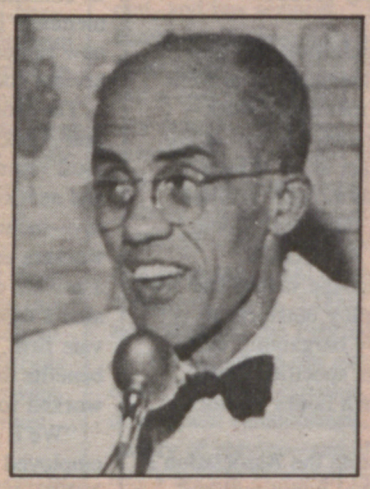
—Stefanie Weiss

NEA Honors H. Councill Trenholm

One of the chief architects of the merger that united NEA and the American Teachers Association was H. Councill Trenholm. He was ATA's unpaid executive secretary for 21 years and a member of the NEA-ATA Joint Committee for 27 years.

On May 3 NEA renamed a conference room in its Washington, D.C., headquarters building the H. Councill Trenholm Room to honor this great educator, to familiarize building visitors with the history of the NEA-ATA merger, and to spotlight NEA's multicultural heritage.

The room contains the NEA/ATA merger agreement, information about the mergers of several dual state affiliates, a portrait of Trenholm by Washington, D.C., artist John Robeson, and photographs and papers from Trenholm's career.


H. Councill Trenholm 1900-1963

Trenholm devoted over 40 years of his life to empowering Black teachers and improving educational opportunities for Black youth. He spent 38 years at Alabama State University as instructor, executive assistant, and president. And he gave 43 years to the Alabama State Teachers Association as president, treasurer, research secretary, and trustee. He died three years before the merger of the two national organizations was finalized.

"Life is not measured in terms of how long one lives, but in terms of how *much* one lives," Trenholm used to say. Measured in years, his life wasn't long; measured in accomplishments, Trenholm's legacy will live on forever.

—Mary Faber

WASHINGTON WATCH

During the 1985 U.S. Senate debate on the federal budget resolution, an amendment was presented that would have restored impact aid funds—funds desperately needed by school districts adversely affected by the presence of federal installations, which don't pay local taxes. Two of the senators who voted *against* restoring impact aid funds were Jeremiah Denton of Alabama and Steve Symms of Idaho. The amendment failed by a 49-47 vote.

A short while later the Senate—this time by only a 50-49 margin—adopted a budget resolution that made no adjustments for inflation in federal programs supporting public education. Once again, Denton and Symms voted against needed funding.

Denton and Symms certainly aren't the only elected officials in Washington with anti-education records, but their votes carry an extra sting. The reason: Denton would not be in office if only 17,000 Alabama voters out of nearly 1.7 million had voted differently in 1980, and Symms would have lost had just 5,000 out of 430,000 Idaho voters changed their minds that same year.

Every year the future of education and the economic well-being of NEA members hinges on close votes in Congress. The NEA Political Action Committee (NEA-PAC) has, fortunately, helped elect enough pro-education candidates to defeat the most extreme attacks on public education.

But what may be the biggest attack ever on federal support for public education is still ahead. Under the provisions of the Gramm-Rudman-Hollings budget-balancing act passed late last year, local school districts stand to lose billions of dollars in federal aid.

"If we don't support pro-education candidates in 1986 with all we've got," says NEA President Mary Hatwood Futrell, "we'll pay a high price for years to come in terms of jobs, economic and social justice, and the very foundation of public education."

An unusually large number of anti-education senators—who came to Congress on President Reagan's coattails back in 1980—will be up for re-election come November. With that in mind, NEA-PAC is once again in full stride as the primary season gets under way: identifying pro-education candidates, helping NEA members plug into campaign volunteer activities over the summer, and raising funds. (Under federal law, no dues dollars may be used for direct contributions to federal candidates.)

During the 1983-84 election cycle, NEA members contributed $2.5 million to NEA-PAC, making it the 12th best-funded political action fund—out of 4,000—in the country. One result: 236 out of 330 NEA-backed congressional candidates (72 percent) won election in 1984.

This fall, all 435 House seats and 34 Senate seats will be up for grabs. NEA-PAC expects to endorse 325 to 350 candidates.

The endorsement process begins where it should—at the local level. A panel of Association members in a given congressional district interviews prospective Democratic and Republican candidates—both incumbents and challengers—and reviews past voting records. If the committee decides an endorsement is warranted, that recommendation goes to NEA-PAC—a 65-member national committee comprising all state Association presidents and representatives of major Association constituencies. NEA-PAC meets every three months during election years to vote on endorsements.

In deciding which endorsees will also get a financial contribution, NEA-PAC gives priority to pro-education candidates expected to face tough races, challengers with good prospects of unseating anti-education incumbents, and "open races" (where there's no incumbent) that pro-education candidates have a good chance to win.

Unfortunately, NEA-PAC has to ration its financial disbursements, and that sometimes leaves pro-education candidates out in the cold.

"This year, we've got to be able to financially support all pro-education candidates in both the primaries and the general elections—and just a $10 contribution to NEA-PAC from every NEA member would allow us to do that," says Futrell. "Those close votes that take place in Congress after the '86 elections will be among the most important ones that public education in this country has ever faced."

—David Bourdon

State Side

NORTHEAST

The Massachusetts Teachers Association (MTA) is joining forces with political, labor, and business groups to fight an initiative proposed by the right-wing Citizens for Limited Taxation (CLT) that would limit the annual growth of state tax revenues to the average annual growth of wages and salaries in the three preceding years.

"The proposed CLT initiative would gradually strangle the state's ability to provide basic services," MTA President Nancy Finkelstein noted in April testimony before the legislature.

Even if the legislature rejects or fails to act on the original proposal, an additional 10,000 signatures on the existing petition will put it before the voters as a binding referendum on the November ballot.

MIDWEST

Some 130 of the Minnesota Education Association's nearly 400 locals hadn't settled contracts for the 1985-87 period by mid-April. And more than 100 leaders from these locals met in St. Paul for two days of "reality therapy" later that month.

The meeting was designed to provide information on education funding, analyze the farm crisis and its link to contract negotiations, and explore options available to Association negotiators.

"This is the first time ever that so many contracts have remained unsettled so late," reports MEA President Martha Lee (Marti) Zins. "We're only a few months away from beginning organizing for the 1987-89 round of bargaining, and about a quarter of our locals are still working without a contract!

"Since the meeting of unsettled locals, 30 have reported that they've reached agreement," Zins adds. "And we expect there will be an increase in the pace of settling fair and equitable contracts over the summer."

PACIFIC

Some 70 American Indian educators, school board members, administrators, parents, and tribal leaders from Montana, Wyoming, and the Dakotas attended the second annual Indian Education Conference in Billings, Mont., in late April. This year's conference focused on funding issues and on tribal, state, and federal laws as they affect Indian education.

Cosponsored by the Montana Education Association (MEA) and the independent Montana Indian Education Association, the annual conference "provides Native American teachers and the people from their communities time to share concerns," explains MEA Research Director Tom Bilodeau, initiator of the conference.

"The chance to share ideas one-on-one helps non-Native teachers understand the sensitivity of reservation communities," says Little Rocky Mountain Education Association President Wayne Young, a social studies teacher on central Montana's Fort Belknap Reservation.

MID-ATLANTIC

Kentucky legislators made education reform their top priority this spring, thanks to strong Association lobbying.

The legislature passed and the governor has signed the 1986-88 state budget, which includes basic annual salary increases of 5 percent for all teachers, longevity increases for those with 10 or more years' experience, smaller classes in grades K-6, and increased allocations for materials and classroom construction. The legislature also extended teachers the right to take paid sick leave for adoption of a child.

"While two of our priorities didn't pass in this session," says Kentucky Education Association President Jon Henrikson, "we're encouraged that for the first time a teacher retirement plan with full benefits after 27 years and a statewide board to certify teachers and set standards for the profession got serious legislative consideration."

SOUTHEAST

Leaders of the Student Tennessee Education Association know that many volunteers selflessly give their time and resources to public schools. A little public recognition wouldn't hurt, STEA leaders decided about a year ago, so they instituted a statewide award system for PEPPERS—Public Education Promoters. And they got Tennessee's Dr. Pepper soft-drink bottlers to provide the awards.

"We got nominations from 545 schools around the state," says STEA Past-President Cindy Barnes, "and awarded five first-round plaques in each county. The six top PEPPERS and representatives of their schools attended our STEA convention in Nashville in April. Each PEPPER received a large plaque—and each school received $1,000."

One 88-year-old PEPPER has donated money for everything from stadium lights to library books. Other PEPPERS include a young man who designs and builds special apparatus for a school for the multiply handicapped, and a retired teacher who makes a 30-mile round trip three times a week to prepare bulletin boards and otherwise help out in a one-teacher school.

WEST

Angry teachers in New Mexico and Utah are charging their state legislatures with setting education back in different—but equally untenable—ways.

Members of NEA-New Mexico have issued a warning—"New Mexico may be hazardous to your professional health"—for teachers elsewhere who might think they want to teach there. The reason, explains state president Jude Mason: "The 1986 legislature—with the support of the New Mexico Federation of Teachers—abolished teacher tenure. The limited due process that replaces it leaves New Mexico teachers with fewer rights than they've had since 1942."

Meanwhile, the Utah Education Association's House of Delegates has passed a statewide action plan to protest the legislature's refusal to find more sources of funding for schools. Utah's class sizes remain the highest in the nation.

Centerpiece of the UEA action plan's suggestions to districts for cost reductions is a four-day work week, which would reduce expenditures on heating, lighting, transportation, and substitutes.

The UEA action plan also urges local Associations to insist on a minimum cost-of-living increase of 3.2 percent. Should that goal not be reached, locals can consider such actions as returning to school without a contract, working strictly to the contract, or approving a short-term contract to expire January 31—when the legislature will be back in session. "As a last resort," the delegates said, "if all other measures fail and the prospects of a positive outcome are substantial," Utah locals would consider a statewide strike. □

FINANCING PUBLIC EDUCATION

State Share of School Revenues at All-Time High

Public school revenues nationwide are projected to total almost $150 billion for 1985-86—an increase of 7.1 percent over last year's revenues. An astronomical sounding sum, right?

Yet experts estimate that comprehensive education reform requires a *20 to 25 percent increase* in current expenditures. Despite recent tax hikes in some states to pay for school improvement efforts, generally the revenue increases of the past 10 years have done little more than keep schools even with inflation. Without more sizable growth in revenues, the future of many statewide education reform initiatives is questionable.

Where do most public school revenues come from? Since 1978-79, it's clearly been from state governments (primarily from income and sales taxes). Ten years ago, state governments contributed just 43.7 percent of the total public school dollar, while 8.5 percent came from the federal government and 47.8 percent from local governments (primarily from property taxes).

The federal share reached an all-time high of 9.2 percent in 1979-80 but has been declining steadily ever since, while the state share has been generally rising.

Today the overall school revenue dollar is 6.4 percent federal, 50.1 percent state, and 43.5 percent local. But the picture varies greatly from region to region and state to state. Federal sources generally account for a much larger share of school revenues in the south than in the northeast and midwest. □

Sources of Public School Revenues, By Percent

REGION AND STATE	FEDERAL	STATE	LOCAL AND OTHER
National average	**6.4%**	**50.1%**	**43.5%**
NEW ENGLAND	5.3	40.5	54.2
Connecticut	4.9	40.5	54.5
Maine	7.7	51.1	41.2
Massachusetts	5.3	44.0	50.7
New Hampshire	3.8	5.0	91.2
Rhode Island	4.1	41.9	54.0
Vermont	6.2	35.6	58.2
MIDEAST	4.5	43.9	51.7
Delaware	7.7	68.7	23.5
Dist. of Columbia	6.7	—	93.3
Maryland	5.8	40.4	53.8
New Jersey	4.7	44.7	50.6
New York	3.6	43.9	52.5
Pennsylvania	5.0	45.3	49.7
SOUTHEAST	9.1	56.0	34.9
Alabama	11.6	73.4	15.0
Arkansas	10.3	61.3	28.3
Florida	8.0	53.4	38.6
Georgia	8.1	55.8	36.1
Kentucky	10.4	68.6	21.0
Louisiana	10.9	53.2	35.9
Mississippi	17.0	57.2	25.8
North Carolina	7.9	64.2	27.9
South Carolina	9.0	58.9	32.1
Tennessee	9.7	50.0	40.3
Virginia	6.4	36.1	57.5
West Virginia	9.8	63.8	26.5
GREAT LAKES	5.2	42.9	51.9
Illinois	7.3	39.2	53.5
Indiana	3.7	58.2	38.1
Michigan	4.7	36.6	58.7
Ohio	5.0	46.3	48.7
Wisconsin	4.0	39.8	56.2
PLAINS	5.6	43.7	50.7
Iowa	5.8	40.7	53.5
Kansas	4.6	44.6	50.8
Minnesota	4.2	54.4	41.3
Missouri	6.6	38.9	54.5
Nebraska	5.1	28.1	66.8
North Dakota	8.1	53.5	38.4
South Dakota	11.1	27.8	61.1
SOUTHWEST	7.8	50.5	41.7
Arizona	10.0	53.3	36.7
New Mexico	12.8	75.4	11.9
Oklahoma	5.1	64.1	30.8
Texas	7.4	46.0	46.6
ROCKY MOUNTAINS	5.0	45.1	49.9
Colorado	5.1	36.0	58.9
Idaho	6.3	65.6	28.2
Montana	6.4	51.7	41.9
Utah	5.3	55.6	39.1
Wyoming	2.3	37.4	60.3
FAR WEST	7.0	66.4	26.6
Alaska	3.3	74.6	22.1
California	7.7	68.7	23.7
Hawaii	9.3	90.6	.2
Nevada	3.9	34.1	62.0
Oregon	4.8	27.9	67.3
Washington	5.7	75.6	18.7

Source: *NEA Research, Estimates of School Statistics, 1985-86.*

ASBESTOS

Once a Killer, Still a Killer

The evidence from NEA's national survey is convincing and conclusive: although many school districts have taken steps to eliminate asbestos hazards, unless the federal government comes through with tougher inspection and cleanup standards and more federal aid, prospects for ridding schools of cancer-causing asbestos once and for all are bleak.

Here are the key findings from the survey, which was circulated to all school districts last fall, and some conclusions drawn from the responses.

Finding: More than 75 percent of the 1,000 districts (in 38 states) returning the survey reported at least one school building with friable (crumbling) asbestos. Asbestos not in a crumbling state is still *potentially* dangerous.

Conclusion: The NEA data corroborate many of the findings from 1985 surveys conducted by the U.S. Government Accounting Office and the American Association of School Administrators. Those surveys found that 65 to 80 percent of reporting districts had asbestos in their schools.

Finding: School districts report expenditures for asbestos abatement ranging from $18 for a roll of duct tape to over $10 million (spent by Hawaii's statewide district). The average expenditure per school building was $17,437; per district, $122,000. Nationwide, reporting districts have spent a total of $86 million.

Conclusion: The cost of cleaning up asbestos hazards is directly related to the methods used. By far the most expensive (and in most cases the most effective) method is removal, followed by encapsulation (painting over asbestos-containing materials with a special sealant) and enclosure.

Finding: Some 86 percent of the reporting districts in the NEA survey found asbestos in maintenance areas; 57 percent found asbestos in student areas.

Conclusion: Maintenance and custodial workers are in the most danger of coming into contact with dangerous asbestos, because they work in those parts of school buildings where asbestos was most frequently used in construction. Classrooms generally do not contain asbestos materials except in ceiling tiles or in sprayed-on insulation hidden behind suspended ceilings. However, asbestos fibers may enter classrooms and other student areas through heating and cooling ducts linked to maintenance areas where asbestos materials are found.

Finding: More than 77 percent of all responding districts reported taking money from their general operating budgets to pay for asbestos projects. The overwhelming majority indicated they had no access to state or federal funds.

Conclusion: Asbestos inspection and abatement projects can be big-ticket items that may divert money from education programs. Some states have stepped in to help local districts pay for abatement projects. Many, however, have contributed only small amounts or nothing at all. Asbestos aid from the federal government—$48 million so far, with about $44 million more on the way this summer—is pitifully inadequate, considering that ridding schools of asbestos in Pennsylvania alone would cost $102 million, according to the Pennsylvania School Boards Association.

—Bill Fischer

What To Do Now

If your school district officials haven't returned the NEA survey to your local Association, find out why. If they have but you still have questions, don't let your concerns go unaddressed.

If you can't get satisfaction from school officials, contact health and safety inspectors or the Environmental Protection Agency regional office (there are ten) monitoring your area.

For the addresses and phone numbers of those offices consult the NEA handbook *Asbestos in Our Schools: Taming the Silent Killer*, available free in limited quantities from NEA Communications Services, 1201 16th St., N.W., Washington, DC 20036.

Now would also be a good time to write your senators and member of Congress in support of new, tough asbestos legislation introduced in March (H.R. 4311, S. 2083). NEA Government Relations staff report good progress in their efforts to move the bill into law, but Congress needs to know that voters support this bill and want more federal funds for asbestos abatement.

Above all, don't assume all is OK, just because you're not hearing much about asbestos. It has been a killer; it still is.

—B.F.

TECH TALK

Printers, LANs, Modems: Are You *Au Courant*?

In the market for a new printer for your microcomputer? First you need to consider what you want to do with it. That is, how fast do you need your printer to print? How good should the finished product look? How much can you spend?

Once you've made these decisions, it's easy to choose the right printer for your needs.

► *Inkjet* printers literally spray ink at the paper—at such high speeds that the impact drives the ink into the surface. "Continuous stream" technology, in which the flow of ink is electronically deflected to produce the images, makes the best-looking copy—but it isn't available in a low-cost printer you can use with a microcomputer. What you *can* use is "bubble-jet" technology, in which heat propels the ink, or "drop on demand" technology, which sprays ink drop by drop in a predetermined pattern. Prices for inkjet printers range from $495 to $2,995.

► *Laser* printers are becoming very popular, even though they're expensive. Users like their high print quality, integration of graphics and text, speed, and quiet operation. The laser beam traces an image on a photoconducting drum, then the image picks up tone particles for transfer to a sheet of paper. Prices now range from $2,795 to $29,995, but as more vendors become involved prices should drop drastically.

► *Thermal* printers are generally small, lightweight, reliable, relatively quiet, and affordable for home use. In early models, a heated printing element caused chemical change in special thermal paper; many users complained that the image was fuzzy and that the paper felt strange. In newer models, a thermal transfer technology produces the image—in several colors—by melting ink on a separate ribbon or transfer sheet. Although a special paper provides the best results, this technology also works with regular office stock. The price ranges from $73 to $1,395.

► *Impact dot matrix* printers form characters and graphics from dots on a "printhead." The greater the density of dots per printhead, the higher the resolution (clarity of the letters) in the finished product. The price ranges from $249 to $2,395. The Apple Imagewriter II dot matrix printer, which can produce graphics in seven colors, retails at $595.

Are you a computer buff with an interest in educational research? Be sure to check out the "Research Clues" column on page 15.

One bit of jargon we're hearing a lot lately is LANs, which stands for "Local Area Networks."

To translate, LANs are integrated systems that allow users of several nearby personal computers to share information (files), software, and useful but expensive items such as central processors, printers, or modems. LANs also provide a logical way to combine multi-user and single-user computer applications.

This kind of sharing can save real money. In the classroom, several students can work from material stored on one hard disk, for example, while in the school office, administrators find that sharing files increases efficiency.

Many microcomputer companies now offer their own networking systems. Other micros are compatible with networking products from different manufacturers. Some examples:

► With IBM PC Network, up to 72 IBM PCs can share information, programs, messages, printers, and storage devices.

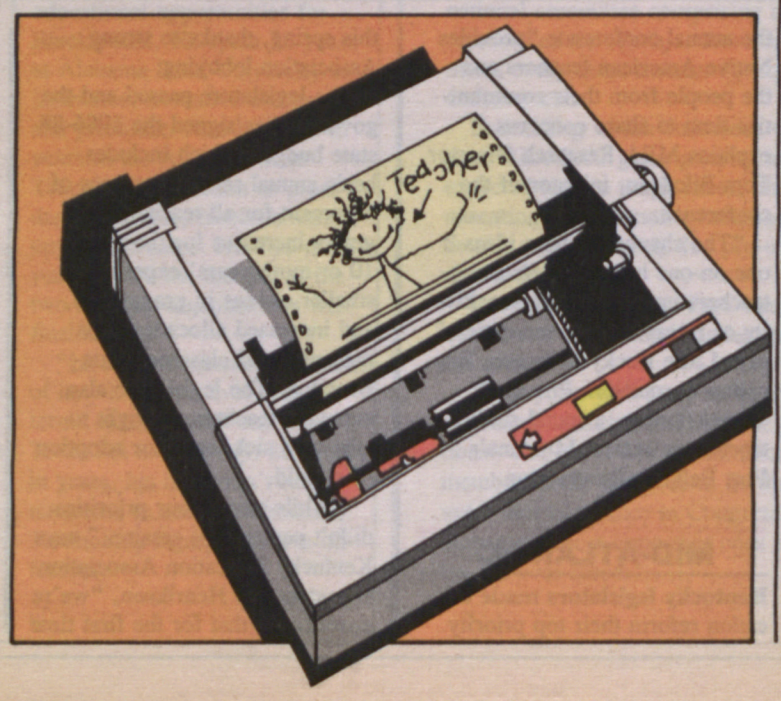
► Hard disk networks from Corvus Systems, Inc., not only will connect Apple IIe's but are accessible to other brands of micros as well.

► AppleTalk networking hardware is built into Apple Corporation's Macintosh microcomputer.

► The Tandy Corporation offers extensive networking capabilities for its Tandy 1000, Model 4, and Color Computer. In most school situations, up to 30 of these can be linked together.

Suitable educational software, unfortunately, is at a premium—fewer than 30 percent of educational publishers offer networked versions of their software.

LANs might be a cost-effective way to use and expand present equipment. But anyone who's buying new equipment for more than four work stations might find a minicomputer with several terminals more versatile than a network of microcomputers—and more cost-effective in the long run.



The recent proliferation of modems, which enable you to connect your computer to others through a telephone, doesn't make selecting a modem any easier. Now a free pamphlet, "Extend Your Computer—Get a Modem," offers some help, explaining how modems can give you access to general knowledge, communications with other computer users, personal services, and entertainment. It's available from Multi-Tech Systems, Inc., 82 Second Avenue, SE, New Brighton, MN 55112, or call toll-free 800/328-9717.

—NEA Educational Computer Service

Local Look

LOUISIANA

The St. Helena Association of Educators (SHAE) has won a tight race to become the first local Association in the state to bargain collectively.

At its April meeting, the St. Helena Parish school board officially granted bargaining rights to SHAE. Louisiana has no collective bargaining law for public employees.

"This is a great opportunity," says SHAE President Betty Henry, "to advance the cause of public education not only in St. Helena Parish, but throughout Louisiana as well."

Other locals pressing for bargaining rights include Associations in St. John, St. Tammany, and St. Bernard parishes.

SHAE will bargain separate contracts for teachers, principals, and support staff. Negotiations started in May for contracts for the 1986-87 school year.

MASSACHUSETTS

Morality. Ethics. The question of who defines them stirred controversy in the Boston suburb of Holbrook this school year when the superintendent tried to add a requirement in the policy manual that teachers act in an "ethical and moral manner" both in school and out.

The 110-member Holbrook Education Association promptly filed an unfair labor practice, arguing that teachers' statutory responsibilities already set sufficient behavioral requirements.

Now the state labor relations commission has undone the damage, teachers hope, by modifying the superintendent's language to make it virtually without clout.

"This issue brought unnecessary notoriety at a time when we had more important things to do," says HEA President Leslie Prescott—"things like working to improve instructional materials, fight off the effects of Proposition 2½, and upgrade the school's physical plant. But teachers knew they must stand together against a significant threat."

MARYLAND

Can special fringe benefits make the difference in luring new teachers to one district instead of another? Business and industrial leaders in Prince George's County think so.

They're offering a month's free rent on selected apartments, low-interest bank and car loans, restaurant discounts, and guaranteed summer employment in a professional position with a local business to any teacher who applies for one of the county's predicted 400 vacancies by August 1 and is ultimately hired.

Competition for teachers is keen in the Washington, D.C., area, where Prince George's County has traditionally offered the lowest starting salary of five suburban districts. Next year, its $19,000 pay for beginning teachers will be only next to the lowest.

The incentive idea came from a group of local business leaders who feel that a strong, healthy school system benefits the community. They hope the perks they're offering will lure the Northeast's best teachers to their district. The 5,350-member Prince George's County Educators Association is skeptical.

"Are applicants going to be naive enough not to look at teaching conditions?" asks President Paul Pinsky. "And if so, are they the type of people we want to attract?"

The plan includes no inducements to make teachers already in the county want to stay, Pinsky points out. If business leaders are serious about wanting to attract the best and brightest teachers, he adds, they should support a corporate profits tax to raise teacher salaries.

KANSAS

Two aging elementary school buildings in Scott City and Ness City were abandoned this past winter due to structural defects: in Scott City, the roof threatened to fall in; in Ness City, the floors did.

The sudden dispersal of some 550 elementary students, their libraries, and their art and music rooms to nearby schools and churches underscored the need for immediate action on new buildings. But the economic crisis caused by low farm and oil prices (Ness City is in an oil-producing area) has interfered.

"In Scott City, we had two school bond issue elections in 1985," explains fifth grade teacher Julie Mason, president of Northwest Kansas UniServ. "They both failed. The Association worked with the superintendent to explain the district's needs, but we couldn't overcome the economic problem. We expect a third try this fall."

In Ness City, a bond issue may be sent to voters before fall. At least that's the hope of Coline Marcus, Ness City-NEA president. "Assuming the district calls for a bond issue election, we'll work with the superintendent to get parents involved," she says.

Two months ago, Marcus adds, "we almost lost our current mill levy—which pays for items like roof repairs and temporary buildings." Many voters confused the regular five-year renewal of the mill levy with what they thought was a new bond issue to pay for a new building. They thought the "bond issue" would go through automatically unless they petitioned for a recall election. It was only one parent's last-minute effort to explain the real situation that stopped the petition.

"It was certainly a good example of the need for good communication between school people and the community," Marcus says.

ILLINOIS

Special education students from 3 to 14 enjoyed a special Saturday this spring, participating in a number of make-believe space adventures—everything from exploring a space station to taking a space walk.

The occasion was the third "Celebration of the Arts" sponsored by the Special Education Association of Kendall County (SEAKC). This year's theme: "Galactic Galaxy."

Two nearby locals—the Oswego Education Association and the Education Association of Plano—helped conduct the program. And more than 90 special education students from five other districts in the county took part.

"Projects like this one demand a great deal of time," notes SEAKC President Deb Clason, the program's coordinator. "But in the end, the smiles on the children's faces make it all worthwhile and rewarding." □

EXPERIENCE THE JOY OF TEACHING

CALIFORNIA LOCAL ADDRESSES TEACHER SHORTAGE

Tom La Barbera

"Karyn Smith, the college sophmore who visited my classroom, got a real taste of what teaching is like," says UTLA/NEA member Leona Drozda, a kindergarten teacher at Caroldale Avenue School. "Karyn can now look at teaching as a career with more firsthand information to go on."

Bringing the 'Joy of Teaching' to L.A.

It's one of those ideas that's so perfect you wonder why no one thought of it before.

Take a city with a critical teacher shortage. A school district that hired approximately 2,500 new teachers for the 1985-86 school year—half of them with no credentials. A district that will need another 2,500 to 3,500 new teachers in the coming year, and still more thousands in the years ahead.

Add to that the presence of some 40 higher education institutions in the same metropolitan area, enrolling tens of thousands of students who could become the qualified teachers of tomorrow.

What you have is the real-life situation in Los Angeles. It took United Teachers-Los Angeles (UTLA) to put the two elements together in a creative new program called "Experience the Joy of Teaching": an invitation to college students in the Los Angeles area to consider a teaching career.

The idea is deceptively simple: give undergraduate students the opportunity to spend time in classrooms with dedicated UTLA members—the chance to see for themselves what teaching is all about. Participating students spend a day or more assisting and observing in a K-12 classroom.

Since UTLA announced the program last November, it's won the support of the California governor, the state superintendent of public instruction, and the mayor of Los Angeles, as well as members of the state legislature and U.S. Congress.

The program is being subsidized by local business and industry—and by in-kind contributions from UTLA, the school district, the state education department, and many of the 38 participating colleges and universities.

The original idea was to place students in UTLA members' classrooms during April. But the response was so overwhelming—over 1,000 applicants—that the classroom visits had to be extended into May.

More than 1,200 UTLA members volunteered to have the college students in their classrooms. A committee worked hard to plan the program and match up students with teachers by subject area and geographic location.

This summer, 100 interested college students will join practicing teachers in teacher institutes held at area colleges and universities. In the fall, some of these students will become paid interns in Los Angeles classrooms.

"The program is designed to expose college students to teaching before they've chosen a career," explains UTLA President Wayne Johnson, "and then give interested students a meaningful experience in the schools."

"Our aim is simple," adds UTLA/NEA member Lila Dawson-Weber, a junior high teacher on release time from the district to coordinate the program. "We want the Los Angeles schools to be staffed with fully qualified, dedicated, capable teachers." □

IMPROVING EDUCATION

'New' NFIE Underwrites Innovative Teachers

At age 17, NEA's National Foundation for the Improvement of Education is shifting its focus from grant-seeking to grant-*giving*. Association members will be the beneficiaries.

Getting a grant to try something creative in your school can make a tremendous difference in your own sense of power, say the winners of Hilda Maehling Fellowships from NEA's National Foundation for the Improvement of Education (NFIE).

"Even a small grant can ignite a spark," explains Shenandoah County (Va.) kindergarten teacher Debbee Baker. "You feel suddenly empowered to go ahead and really get something accomplished—without having to beg and borrow and scrape and plead and compromise the way teachers with a new idea usually do. It's a chance to use your own discretion, to take some risks."

Baker is one of seven Association members and two local affiliates to win 1986-87 Hilda Maehling Fellowships of up to $2,500 each for professional projects ranging from teenage suicide prevention to archaeological excavation.

The fellowships are just one of a half-dozen major programs administered by NFIE, a nonprofit, tax-exempt foundation created by NEA in 1969 to improve the quality of education. Until recently the Foundation concentrated primarily on *seeking* grants—from government agencies, corporations, and other foundations—to fund a variety of joint projects at the national level.

But in 1985 NFIE's growth led to a redefinition of its strategic approach. The focus has now shifted to *giving* grants to individual NEA members and affiliates.

"Empowering teachers to take leadership roles in solving educational problems is the name of the game," explains NFIE's new executive director, Donna Rhodes. "The foundation's goal is to provide NEA members with the financial resources they need to explore new directions."

NFIE is run by a separate, seven-member board of directors, appointed by the NEA board of directors. Terry Herndon, NEA's former executive director, chairs the NFIE board.

The Foundation's current programs reflect its commitment to three missions:

► *Improving students' educational success*—primarily through Operation Rescue (*see accompanying story*).

► *Improving teachers' professional capabilities*—through the Hilda Maehling Fellowships, the William G. Carr Scholarships (which promote global education and international understanding), and now the brand-new Christa McAuliffe American Education Fund (which will provide scholarships and grants to help aspiring high school and college students become teachers and to help practicing teachers with innovative approaches to professional growth).

► *Improving the effectiveness of curriculum and instruction*—through future grants to help teachers develop new applications for the tools of high technology.

Where does NFIE get the funds it disburses? The Christa McAuliffe American Education Fund is being built through voluntary contributions—primarily from NEA members, but also from citizens and organizations around the country who want to help create a living memorial to a creative and adventurous teacher.

By vote of the 1985 NEA Representative Assembly, NEA will earmark one dollar of every member's 1986-87 dues for dropout prevention and related projects. NFIE will use $700,000 of this allotment to fund Operation Rescue, investing the other $1 million to begin building a permanent endowment that will grow to fund other Foundation programs promoting educational excellence.

NFIE is also designing a deferred giving and bequest program to give Association members an opportunity to perpetuate their life's work by helping other teachers through the Foundation. —*Ann Kurzius*

Joe Di Dio

(Above) Association member Becky Orndorff videotapes a bookbinding session at W.W. Robinson Elementary School for airing on Shenandoah County (Va.) Education Association's weekly half-hour cable TV show, "We Teach the Children." With a $2,500 NFIE grant, the eight teachers involved will buy additional equipment and study TV production techniques.

Joe Di Dio

(Right) "By spotlighting interesting school activities and providing tips for parents, the show has become a wonderful public relations tool," says grant recipient Debbee Baker, past president of the rural local.

Foundation Takes Aim at Nation's Dropout Rate

That troublesome 13-year-old who comes to your classroom glassy-eyed and restless may soon become part of a grim national statistic. He may be among the one in four students entering eighth grade nationwide who will drop out before graduating from high school.

In a job market that demands education for all but the most dead-end jobs, dropping out has become a quiet killer of the American dream. Some 700,000 new dropouts each year face an uncertain future.

How uncertain? Many dropouts remain unemployed. Those who do find work get stuck in minimum-wage jobs. Dropouts have a higher rate of involvement in crime and are more likely to become welfare recipients than youngsters who finish high school.

Reliable statistics are hard to come by, but dropout rates among rural youth—white and minority—probably match, and in some cases exceed, those of urban youth. Half of all Hispanic students—and up to 80 percent in some big cities—leave school without graduating, as do 44 percent of all Black students and up to 85 percent of all American Indian youth.

Deciding the time had come for grassroots action, delegates to the NEA Representative Assembly last summer endorsed President Mary Hatwood Futrell's call for a nationwide campaign at the school building level to cut America's school dropout rate in half by 1990.

"Operation Rescue," since assigned to NEA's National Foundation for the Improvement of Education (NFIE), will provide $700,000 in grants to local Associations for beginning or strengthening locally designed dropout prevention programs. The maximum grant will be $50,000; the first round of grants, to take effect September 1, will be announced at this summer's Representative Assembly. Local affiliates may submit grant applications at any time, to be acted upon at quarterly NFIE board meetings.

"When it comes to helping students stay in school and learn, it's not necessary to reinvent the wheel," points out NFIE Executive Director Donna Rhodes. "Various schools and communities have already taken steps."

So this spring NFIE sponsored—and four local Associations around the country hosted—two-day information exchanges designed to look closely at representative programs already in place and to identify their successful components.

A national panel including representatives of educators, business, parents, and others concerned about the dropout problem is now compiling the information gathered from the Denver, Los Angeles, Louisville (Ky.), and Bridgeport (Conn.) exchanges into a *Blueprint for Success*. This won't be a step-by-step guide, since local circumstances vary so widely, but a set of principles that seem to apply to all effective anti-dropout programs. The *Blueprint* booklet will be available for a nominal cost later this summer.

"Operation Rescue could be the beginning of a new day for millions of youngsters who are at risk," says NEA President Futrell. "Operation Rescue is as important as any program NEA has ever undertaken. Together, we're going to make it work for America's children." —*Vicky Lytle*

STUDENT ATHLETES

NCAA GETS TOUGH

In the wake of widespread abuses in big-time college athletics, the National Collegiate Athletic Association has instituted new grade standards for incoming freshman athletes. Will the new standards work? Are they fair?

After two years as a star basketball player on scholarship at Creighton University in Omaha, Kevin Ross made a big decision—to return to the second grade so he could learn to read and write.

The National Collegiate Athletic Association (NCAA), which oversees all intercollegiate competition, hopes there will be fewer Kevin Rosses now that it's instituted tougher academic standards for freshman athletes.

The NCAA's new Proposition 48, officially passed last February, requires students to post a 2.0 high school grade point average in 11 core subjects, plus a combined SAT score of 700 or ACT score of 15, before they can compete in athletics at the Division I college level. (The national average combined SAT score for all college freshmen was 906 in 1985). Over the next two years, the NCAA will allow athletes with a higher than 2.0 average to compete despite SAT scores slightly lower than 700, and vice versa.

The new NCAA rules have already had an impact. Some college coaches suggest that the tougher grade point/test score criteria may mean as many as half the nation's top 100 high school athletes who had already committed themselves to play for certain colleges this coming fall may be ineligible.

Jan Anderson

Duke University's Jay Bilas is one of five seniors graduating on time this year from the Blue Devils' 37-3 team. In the past 11 years, 37 of 38 Duke basketball players have gotten their degrees on time—exceptional in big-time sports.

Are the new rules fair? Will they stem a pattern of abuse that's become nearly synonymous with big-time college sports?

Proponents contend the new guidelines will help. If nothing else, they claim, Proposition 48 indicates a willingness among NCAA Division I colleges and universities to clean up their act—to alter their image as sports factories where points on the scoreboard mean more than grade points.

Opponents of Proposition 48—who include many representatives of Black colleges and universities—are against the rule because, they say, the tests themselves discriminate against racial and ethnic minorities.

Syracuse University's head basketball coach, Jim Boeheim, calls the test-score requirement "one of the worst rules in the history of the NCAA." If blacks and whites got the same scores it would be fair, Boeheim told *USA Today*. "But it's not fair when whites average 940 and blacks average 740 [on the SAT]."

The controversy over the new rule has trickled down to the high schools. "Too many of our high school coaches have inherited the distorted values of some of the big-time college coaches," says Richard Lapchick, co-director of the Boston-based Center for the Study of Sport in Society. Speaking in Florida last March, Lapchick charged that "too many student athletes are simply athletes by their junior or senior years." Lapchick claims 30 percent of high school basketball and football players are functionally illiterate and that school districts haven't been tough enough on athletes.

Is that true? Arthur Signore, Jr., a coach for 20 years and now head basketball coach at Northland High in Columbus, Ohio, says not at his school.

"We've gotten tough," Signore reports. "All city schools have rules that say students must pass enough courses to earn two full credits each nine weeks. Frankly, that's cost me some good players—but on the other hand, 30 of my last 32 basketball players have gone on to college, and I'm proud of that record."

Left unstated in all of this is the role that fans play in keeping the pressure on colleges and universities to produce winning teams. The money colleges make when their sports programs do well is another major factor that not many like to talk about.

Lexington Herald-Leader sports writer Jeffrey Marx and his colleague Michael York found out just how nasty fans can get after they wrote a two-part Pulitzer-Prize-winning report documenting payoffs to University of Kentucky basketball players, in violation of NCAA rules.

Lawyers, state legislators, and boosters phoned the paper, basically telling Marx and York to get off the story. "After the stories were published," Marx says, "there were death threats and a bomb scare, readers cancelled subscriptions, there was a 'hate the *Herald*' rally—it got really crazy."

And that's one element no NCAA rule can change. *—Bill Fischer*

Sam Leone/St. Louis Post-Dispatch

Hazelwood (Mo.) Central High's Tony VanZant will be able to play college football as a freshman this fall—but many other star athletes may be sitting out.

What Caused the Uproar

It's been more or less accepted for many years that college athletes receive preferential treatment—special meals and tutoring. But as favored treatment ballooned into a widespread scandal, the NCAA felt compelled to act. Among the abuses that have surfaced in recent years:

► **Four years and out.** Hundreds of student athletes—in greater proportions than their nonathlete classmates—attend college for four years without ever completing degrees. The problem is much worse among Black athletes. Overall, a 1983 NCAA-commissioned study indicated that only 14 percent of Black athletes polled actually graduated in four years.

► **The get-paid-as-you-go athlete.** Well-endowed boosters offer cars, jobs, and pocket money to promising athletes if they'll attend certain schools—and stay there for four years.

► **Basketweaving 101.** Colleges and universities slide student athletes into special courses that require almost no academic challenge, little work, and in some cases no attendance.

► **Can you read? Who cares?** Before Proposition 48, the NCAA required only a 2.0 high school grade point average of freshman athletes. Many colleges and universities recruited star athletes with little regard for their academic potential. In one well-publicized case, North Carolina State University admitted one of the nation's most highly-recruited high school basketball players—6'11" Chris Washburn—who scored a combined 470 on his SAT. Washburn answered only six questions after some coaches told him it didn't make a difference what his board score was. *—B.F.*

People

Andrew Rakland

Terry Christenson's students paint on the ceiling, on windows . . . and on walls. And they don't get in trouble.

For the past nine years, Christenson has led her ninth grade advanced art classes in projects that develop their talents and self-discipline while enriching their school—West Junior High in Nampa, Idaho.

The results can be seen in the halls and classrooms, on the ceilings, and this year—for the first time—in front of the school.

Since 1976, each of Christenson's advanced students has painted a 2-by-4 foot ceiling panel in her classroom. This year Christenson ran out of unpainted panels in her room and, since they're removable, arranged to trade some of her painted ones for blank panels from other classrooms. She had no shortage of takers.

Each spring the advanced art class does a final project, usually a mural, decided upon and designed by the entire class. There are already two murals in the gym, one in the cafeteria, and one in the hall outside the school office. This year's class is completing two murals. One will go in the lunchroom. The other will be embedded in a concrete foundation in front of the school. This first outdoor mural will depict life in the United States—as the students see it today and as they envision it in the future.

Is Christenson worried about running out of space? "I was," she says with a chuckle, "but they just built a new addition to the school—it's got lots of great walls."

Tom Cantarine

Tom Cantarine

A plaque on the wall announces that Horse Creek School has achieved 100 percent membership in the North Dakota Education Association. That membership consists of the school's sole teacher, **JoLeah Flicek**.

Horse Creek, with a student body of two, is one of North Dakota's 23 remaining one-room schools—and the only school in McKenzie District 32. It serves cattle ranchers' families in the far western part of the state.

Although the 12-year-old building is a one-room schoolhouse, it's all set for construction of interior walls to turn it into a home, if it becomes necessary to close the school.

Flicek lives in a "teacherage" next door. A Minnesota native, she's taught in Horse Creek for two years. Her job includes maintenance duties, such as keeping the school clean, and making hot soup for her students—brothers in first and third grades—to eat with their sack lunches.

This year Flicek used the state negotiation law to good advantage, petitioning the district's three-member board for the right to negotiate a contract. That caused a stir, but board members complied with the law and had an informal bargaining session with Flicek. She won a salary increase of about 4 percent, then went a step further and got the board to agree to payroll deduction of her Association dues.

Greg Jones

It started with a brick building built in 1840, and it will continue in a structure not even on the drawing board. **Becky Garrett**'s love of public libraries has been with her since childhood.

Outside school hours, libraries take up a good deal of Garrett's attention, although the Roswell, Ga., second grade teacher also finds time to serve as vice-president of the Fulton County Association of Educators. Most recently, she coordinated support for a $38 million bond issue for new library buildings throughout Fulton County, including Atlanta. The successful referendum is believed to be the largest library bond issue ever passed in the U.S.

Garrett is currently helping pool the services of school and public libraries—to give school libraries access to public libraries' information systems, for example.

Her next big project: to set up a Friends of the Library group to provide extra support for each branch in Fulton County.

Craig Kojima

Alvin Kawamoto is a third grade teacher in Hawaii—and a cowboy. He took second place in the 1985 All-Around Cowboy Competition of the Hawaii Rodeo Association Finals.

Kawamoto has been competing in rodeos for 14 years—as long as he's been teaching. His events include team roping, calf roping, double-mugging, and *poo-wai-u* (literally, cowhead; roping a steer by the head and tying it to a tree).

Association member Kawamoto participates in rodeos on weekends and during the summer. He keeps 40 head of cattle, his two horses, and 15 to 20 horses he trains for others on land he leases at a former sugar plantation near his home. "I take care of the cattle and horses and practice every day after school," he says. "It's a great release for stress."

Kawamoto was born and raised on the Parker Ranch, the largest privately owned ranch in Hawaii, where his father was superintendent. Not wanting ranching as a life, he figures he's found the perfect alternative: a great profession, teaching—and a hobby he loves, being a cowboy.

Wayne Scarberry

Sharon Alexander's seventh graders in Wytheville, Va., whip off their book reports quickly and ask for their next assignments with a rare enthusiasm.

Alexander's secret? It's all in the packaging. The Scott Memorial Elementary teacher has her students read and review books for children and young adults before they reach bookstores. Some are still in galley form. And the students' reactions go not only to Alexander, but also to each book's publisher.

Alexander got her project rolling two years ago.

"I was looking for something that would make book reports more exciting and interesting for the children—something that would encourage them both to read and to write," she explains.

As a first step, she contacted a local bookstore. The owner in turn wrote to various publishers asking if they'd like to cooperate by sending books to Alexander. Several agreed.

Since then, she's been receiving package upon package of novels, short stories, and nonfiction for her class to review.

As an added incentive for the students to do well, Alexander has an arrangement with the editor of *The Southwest Virginia Enterprise*, a local biweekly newspaper, to publish especially good reviews.

Michael's Photography

"In 1939, when I started teaching, teachers were regarded as public servants—and that was it. It was the Association that worked to elevate teachers to the ranks of professionals."

So explained **Helen Henry**, first grade teacher in Madison, Nebr., in a letter she wrote last fall to encourage younger colleagues to join the Madison Education Association, the Nebraska State Education Association (NSEA), and NEA.

"During the years I've been a member," Henry wrote, "NSEA was responsible for many changes that have benefited both students and teachers. My salary in 1939 was $40 a month for nine months and no fringe benefits. NSEA worked to secure salary schedules and a living wage.

"NSEA helped teachers gain some measure of security through the tenure law," Henry recalled. "I have known school boards to dismiss teachers for going to dances, for being pregnant (and married, of course!), and sometimes just for having a job that the son or daughter of a friend wanted to take over.

"I do not regret paying dues for 42 years. As one who has lived long enough to reap the fruits of NSEA/NEA labor, I sincerely believe that dues are an investment in the future of education."

Henry has also taught long enough to see her former students' children, nieces and nephews, and grandchildren pass through her classroom. Here she stands with the 21 of them who are currently students or staff members at Madison Elementary.

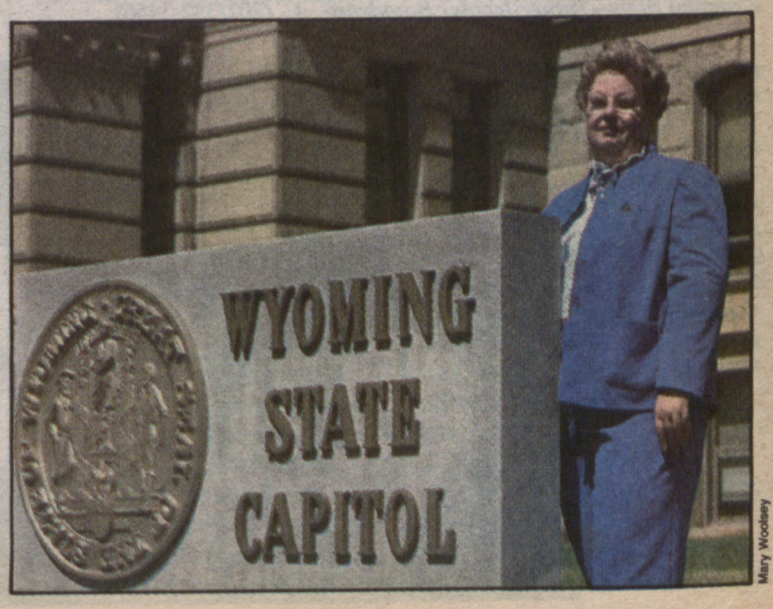
Cheyenne, Wyo., school nurse Sally Jo Prigge became an instant lobbyist when an ailing colleague asked that she sit in for her at a legislative hearing on a school immunizations bill.

Wyoming legislators were discussing a proposed waiver that would allow parents to reject on "philosophical" grounds otherwise mandatory immunizations for their school-age children. This was in addition to waivers already available on religious or medical grounds.

Prigge, a member of the Wyoming Association of School Nurses, a Wyoming Education Association affiliate, explains WASN's opposition: "Along with the state health department, we felt that the wording was so loose that public health officials would no longer have control over the possibility of spreading disease. So I dropped everything and started lobbying against the bill."

At the same time, school nurses from around the state contacted their legislators. The legislature passed the bill, however, with the new waiver—called a "personal exemption" intact. But WASN, WEA, and various medical groups persuaded the governor to veto it.

"If the legislators didn't know before that there are school nurses, they do now," Prigge says. "If the issue comes up again, we'll work with them to make sure any bill has the proper safeguards."



Mary Woodsey

RESOURCES

Idea Exchange

Tic Tac Trivia

When reading teacher Richard Marcus of Ketchikan, Alaska, wants his seventh graders at Schoenbar Junior High School to review, they play a few rounds of Informational Pursuit.

Two teams of four or five students each play a 5- to 10-minute game. For each round, the teams throw dice to pick a category: literature, dictionary, news,

vocabulary, or trivia. Marcus reads each team their question from several dozen cards he's prepared in their category. When a team misses a question, the other team can choose to answer it or get a new question.

Every time a team comes up with a correct answer, they get to place their X or 0 on a tic-tac-toe grid. In the end, if neither team gets tic-tac-toe, the team with the most X's or 0's wins.

A Relayable Math Review

The day before vacation one year, algebra teacher Priscilla Boomer of Machias (Maine) High School decided to conduct her ninth graders' review with a relay race. It worked so well she's been doing it ever since. Boomer divides the class into five-member teams of equivalent ability and assigns each team to a row.

The first person on each team writes down the problem Boomer reads out. The second starts solving the equation, and the third finishes it. The fourth team member checks the work, and the last person brings the problem to the front of the row, then takes the first seat as everyone moves back, ready for the next problem.

A team that skips a member loses the round. The team with the most correct solutions wins.

A Regular Writing Ritual

To help her third through eighth grade special education students use writing skills they've studied, Judy Beestman of the Washington School in Oconto Falls, Wis., takes five minutes daily to have them write a paragraph together.

The paragraph follows a regular pattern, describing the weather, an event of the day in the school and one in Beestman's class, and a general news item. Beestman either writes as the class dictates or asks students to take turns writing the sentences at the chalkboard.

In journals they keep all year, students copy down the finished paragraph and add a related one of their own. "There aren't too many activities that such a diverse class can do together," Beestman points out. "But students at all levels can copy the first paragraph, and in the second paragraph I require a higher standard from the older ones."

"I don't care if they can fill in blanks on a worksheet," Beestman says. "I care if they can write"—and after a few weeks with the journals, she's noticed, the improvement is clear. □

Free or Inexpensive

CURRICULUM

The Academic Preparation Series (includes *Academic Preparation in English...the Arts...Mathematics...Science...Social Studies...Foreign Language*). The College Board's Educational EQuality Project. Each volume offers high school teachers suggestions for strengthening the college preparatory curriculum in their subject area—especially for "middle-range" students. $6.95 each; $20 the boxed set. Prepay or send purchase order. College Board Publications, Box 886, New York, NY 10101.

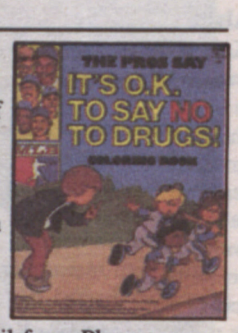
SAFETY

Having Fun on Your Own with Buddy and Betsy (coloring book) and *A Friend Is Near* (poster). Designed for latchkey children, the coloring book offers safety tips for children at home alone; the poster, a place to list emergency numbers. (Both also encourage responsible pet ownership.) Free in classroom quantities. Pets Are Wonderful Council, 500 N. Michigan Ave., Suite 200, Chicago, IL 60611.

COMPUTERS

Dictionary of Computer Terms. Douglas Downing and Michael Covington. Defines more than 600 key terms related to computer hardware, software, and electronics; gives sample programs in widely used computer languages. 245 pp. $5.95. From book or computer retailers or by toll-free telephone order from Barron's (charge to credit card) at 800/645-3476 (800/257-5729 in New York State).

DRUG ABUSE



The Pros Say It's O.K. To Say No *to Drugs!* Each page of this coloring book contains the picture of a major league baseball player and a lesson in avoiding substance abuse. 48 pp. $1.95. From booksellers or by mail from Playmore Publishers, 200 Fifth Ave., North Bldg., New York, NY 10010.

READING

Popular Reading for Children II. American Library Association. A compilation of *Booklist* columns published in 1976-80 about books of interest to children in grades 2-9. 76 pp. $5. American Library Association, Publishing Services, 50 East Huron St., Chicago, IL 60611.

ART

Sculpture in Your Schoolyard: A Guide for Teachers and Students. Presents art assignments that culminate in the design and construction of a monumental outdoor sculpture. Also describes related language arts activities. Grades 5-9. Free. Learning To Read Through the Arts Programs, Inc., 4 East 70th St., New York, NY 10021.

Crayola™ Dream-Makers™: A Guide for the Teacher. Includes ideas for lessons, materials and techniques, and methods for displaying children's artwork. Also tells how to participate in activities that will lead to local and regional exhibitions in spring 1987. 32 pp. Free. Binney & Smith Inc., P.O. Box 431, Easton, PA 18044-0431.

TEACHING STRATEGIES

Student-Centered Teaching for Increased Participation. James Kelly. Describes ways to encourage students to take responsibility for their own learning. 48 pp. Stock no. 1527-4-10-D. $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

SCIENCE

A Chemistry Project from Start to Finish. Gives practical suggestions for choosing, setting up, reporting, and displaying the results of an experiment in chemistry. 14 pp. Single copies free. Career Services, Education Division, American Chemical Society, 1155 16th St., N.W., Washington, DC 20036. □

TV/Radio Tips

The Indomitable Teddy Roosevelt—*ABC-TV, Sunday, June 1, 7-9 p.m. ET.* George C. Scott narrates documentary about the life and times of a larger-than-life trailblazer. Includes both rare newsreel footage and reenacted segments.

Preventing Nuclear War: The First Essential Step—*Turner (cable) Broadcasting System, Monday, June 2, 10:30-11 p.m. ET.* Scientists, military experts, business leaders, and members of Congress discuss how a U.S.-Soviet comprehensive test ban could be verified and help prevent a nuclear war. The program, narrated by Paul Newman and sponsored by the Center for Defense Information, is available in a longer, nonbroadcast version for sale or rent on VHS or film from The Arms Race Education Project, P.O. Box 76600, Washington, DC 20013 (202/332-3456).

Bob Boyd stars in ABC-TV's "The Indomitable Teddy Roosevelt," to air June 1. Present-day Roosevelt descendants play his children.

Main Street—*NBC-TV, Monday, June 9, 8-9 p.m. ET.* Rebroadcast of news program for teens on teenage sexuality.

ABC Notebook: The Children of Ellis Island (working title)—*ABC-TV, Wednesday, June 11, 4-4:30 p.m. ET.* Interviews with teenagers and their grandparents who arrived at Ellis Island as immigrants two generations ago. For study guides, contact your local ABC station or ABC Community Relations, 1333 Avenue of the Americas, New York, NY 10019.

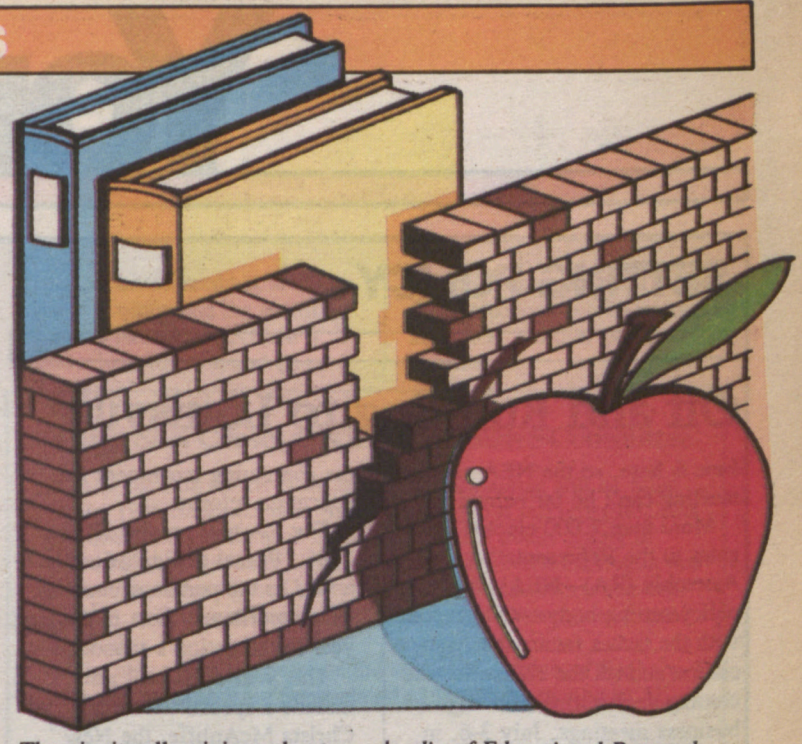
The Whale Savers—*Discovery (cable) channel, Tuesday, June 24, 4-5 p.m. ET; check listings for rebroadcast times.* Documentary about whales and the reasons why hundreds of them wash ashore each year.

Liberty—*NBC, Monday, June 30, 8-11 p.m. ET.* Three-hour world premier movie dramatizing the story of how the Statue of Liberty came to be erected in New York harbor 100 years ago.

The Eleanor Naylor Dana Music Series: Summer Quarter—*American Public Radio, Fridays starting July 4; check local listings for times.* A 13-program series of concerts recorded throughout Europe. □

RESEARCH CLUES

New Computer Network Helps Education Breach Wall Between Theory and Practice



by Robert McNergney and Martin Haberman

Interested in the latest educational research? Before you overcommit your precious summer days, plan to sit down and spend some time communicating with researchers and educators around the country.

How? It's easy, if you get on line with the Educational Research Forum (ERF), sponsored by the American Educational Research Association (AERA) on the CompuServe Computer Network.

You'll need access to—

► A microcomputer, terminal, or communicating word processor and a monitor (if your computer doesn't have a screen). A printer might also be useful, but you don't really need one.

► A telephone.

► A modem. This device connects your computer to telephone service, and so potentially to any other computer with a modem.

► A CompuServe Subscription Kit. This sells for $39.95 at Sears Roebuck, Toys-R-Us, or Waldenbooks. Radio Shack also sells a Universal Sign-Up Kit for $19.95. If you can't find one, call toll-free 800/848-8199 for names of stores near you that sell the kits.

► You may or may not need software designed to connect your computer to CompuServe. If you don't know, ask someone familiar with your hardware.

When you have the essentials, getting on CompuServe and locating the Educational Research Forum are fairly easy, even for the computer-wary. Different subscription kits provide different amounts of "free" user time. After your free time has expired, the services cost $6 an hour any time other than weekdays from 8 a.m. to 5 p.m., when they cost $12.50 an hour (for a transmission rate of 300 baud).

You must also pay telephone charges of 25 cents per hour if you use a CompuServe phone number or $2 per hour ($10 per hour during the business day) using Tymnet or Telenet numbers. The kits explain which phone numbers are available to you.

Once you've entered the Forum, you'll find the following services:

► Electronic mail. This allows you to leave messages for others on the system and to read your own mail.

► Conference mode. Using this option, you can hold an electronic conversation with several people.

► Bulletin board. Here you'll read announcements of upcoming events in the world of educational research, e.g., scheduled on-line conferences, professional meetings, speeches, presentations.

► Membership directory. This is a listing of ERF users with brief notes about their areas of interest.

► Data libraries. These hold information about educational work and study. Each library corresponds roughly to a division of AERA: administration and educational finance, curricular studies, learning and instruction, measurement and research methods, counseling, history, sociology, school-based research, teaching and teacher education, education in medicine and law, and postsecondary education. There's also a library for employment advertisements for research-minded educators.

What might you find if you were to look in the data library on learning and instruction? There's a paper, for example, by Lauren Resnick of the University of Pittsburgh's Learning Research and Development Center, in which she sketches briefly the history of research on higher order thinking, reviews research evidence from current programs for teaching thinking skills, and draws implications for how thinking can best be cultivated in schools.

While electronically browsing in the stacks, we also learned about the Hispanic Education and Technology Project at Stanford University, where Beatriz Arias and Liza Loop are collecting information about projects devoted to promoting computer use in the Hispanic community. They invite all opinions about improving computer access for Hispanics.

The diversity of interests represented in the ERF suggests that this is a place where educational researchers and practitioners can come together from all over to share ideas. The wall between educational theory and practice may still seem strong, but it's being breached here in a way that's never been attempted before.

ERF's conference mode "may not have much to offer the average user," concedes *Encyclopedia of Educational Research* editor Harold Mitzel, who has spoken recently about the problems and potential of the network. "It is difficult to get several strangers to talk about the same idea at one time. But the electronic mail, bulletin board, and libraries are beginning to take hold. ERF is a dramatic example of advances in technology only now beginning to be used creatively in education."

When you make it to ERF, please leave us a message telling us about yourself and the ideas that interest you! □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin, Milwaukee. They prepared this column for NEA Today *as part of the American Educational Research Association's Editor-at-Large program.*

For More Information...

See the "Computer Network" column by Jean Pierce in the October and December 1985 and April 1986 issues of *Educational Researcher*. Pierce is associate professor at the Department of Learning, Development, and Special Education, Northern Illinois University, DeKalb, IL 60115. You might also want to contact Harold Mitzel at the Pennsylvania State University in University Park, PA 16802. (Instead of writing them, why not leave a message on the Educational Research Forum?)

INTERNATIONAL

Filling the Information Gap: Resources for Peace Studies

When you're circling the earth every hour and a half, says former Apollo 9 astronaut Russell Schweickart, a global perspective comes with the territory. "From where you see it, the earth is a whole."

But what mars that beautiful sight from space, says Schweickart, is the knowledge that down on earth, there are "hundreds of people killing each other over some imaginary boundary.

"You wish," says the former astronaut, "you could take one of those people in each hand and say, 'Look. Look at it from this perspective. What's important?'"

Today, more and more students are seeing the world from Schweickart's perspective, even though they've never circled the globe. Driven by a fear of nuclear war—47 percent of teenagers worry about nuclear arms, according to a *Wall Street Journal* poll—students are trying to understand, as Schweickart puts it, "what's really important."

A growing number of organizations now provide resources to help students think through the issues of war and peace. Here are three of these organizations and the learning opportunities they offer.

► **Beyond War is a membership** organization dedicated to the principle that war is obsolete and we must seek other means to resolve conflict.

Founded in 1982, Beyond War now has chapters in half the states. Active members include such people as Dr. Jonas Salk, Presidents Matina Horner of Radcliffe and Theodore Hesburgh of Notre Dame, and Jacqueline Wexler, president of the National Conference of Christians and Jews. They're working to involve Americans in discussions about nuclear arsenals and the threat they pose.

Beyond War gives presentations to service clubs, religious groups, businesses, and other organizations. It publishes a newsletter for members and produces curriculums, films, videotapes, and other materials.

You can contact Beyond War at 222 High St., Palo Alto, CA 94301 (415/328-7756).

► **Educators for Social** Responsibility (ESR) has grown from 300 members in 1983 to 7,000 members today. California Association member Susan Martin chairs the ESR board of directors, which also includes NEA President Mary Hatwood Futrell, former NEA executive director Terry Herndon, scientist Carl Sagan, and Ernest Boyer, head of the Carnegie Foundation for the Advancement of Teaching.

Encouraging students to examine many viewpoints and draw their own conclusions is central to ESR's work. To do this, the organization publishes a quarterly newsletter and has produced a dozen curriculum and resource guides.

You can contact Educators for Social Responsibility at 23 Garden St., Cambridge, MA 02138 (617/492-1764).

► **Citizens Against Nuclear** War (CAN) is a coalition that provides its 61 constituent organizations with information and materials for their 20 million members. These constituent groups include NEA, the American Association of University Women, Southern Christian Leadership Conference (SCLC), American Jewish Congress, American Library Association, Newspaper Guild, YWCA, National Urban League, and other professional, civil rights, religious, and service groups.

CAN provides the latest information on nuclear disarmament by conducting seminars for its constituents' staff members and by publishing educational materials and legislative alerts.

A new CAN activity is Peace Education Networks (PENs) comprising individual members who want to take part directly in the debate on nuclear arms. PEN membership brings with it at least six legislative alerts a year and, by special arrangement, a subscription to *Nuclear Times* magazine.

You can contact Citizens Against Nuclear War at 1201 16th St., N.W., Suite 303, Washington, DC 20036 (202/822-7483). —*Jane Power*

Your NEA

SETTING POLICY

Off and Running to Louisville

June is here, so the NEA annual meeting can't be far behind.

More than 7,000 elected delegates to the Representative Assembly (RA)—NEA's highest policy-setting body—will grapple with the issues facing the Association and set the course for the coming year during four days of business meetings, July 3-6, in Louisville, Ky.

Theme this year is "Public Education: Guardian of Liberty."

The RA delegates will represent all segments of the NEA family—teachers, support staff, administrators, higher education faculty, student members, retirees.

Policy issues on the agenda include the looming teacher shortage, the state of school finance, drug testing and fingerprinting of school employees, dropout prevention, and many other concerns growing out of the continuing movement for education reform.

The RA will present NEA's 1986 "Friend of Education" award to the person deemed to have contributed most in the past year to the nation's schools.

This year's RA will also include a special tribute to Christa McAuliffe, the New Hampshire teacher killed in the explosion of the space shuttle Challenger.

NEA members who arrive in Louisville early will have the opportunity to participate in several pre-RA meetings.

A one-day conference on "The Third Generation of Reform: Ideas about Policy and Practice" will be offered by NEA Instruction and Professional Development on June 30. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, will be the keynoter. Participants will have the chance to discuss issues with education authors and researchers, including Patrick Welsh and Eliot Wigginton (*see book reviews on page 19 of this issue*).

On June 28-29, NEA Human and Civil Rights will host its annual women's and minorities' conference. Theme this year is "Pathways to the Future: Directions for Minorities and Women."

The NEA Student Leadership Training Workshop is scheduled for June 27-29. The annual meeting of NEA-Retired will take place June 28-29, featuring a dinner speech by *Oklahoma Observer* editor Frosty Troy.

Information on all pre-convention conferences is included in an official packet now in the mail to delegates. For further details, contact the NEA Office of Convention and Conference Management (202/822-7777).

Disabled delegates who will need special services or equipment should contact the same office immediately.

—Heidi Steffens

More than 7,000 elected delegates will gather at the newly renovated Kentucky Fair and Exposition Center in Louisville the first week of July to set Association policy for the coming year.

Delegates To Race for NEA-PAC

The 1986 NEA annual meeting once again provides an opportunity for those of you who *won't* be going to Louisville to help your representatives get some good exercise—and contribute to NEA-PAC, NEA's political action arm, at the same time.

NEA-PAC will sponsor two races at the RA—a five-kilometer (3.1-mile) run and a one-mile run/walk/hop/skip/crawl (any way you can get across the finish line). There's a wheelchair category in each race.

Entry fees for the races must be collected—*before the RA*—from NEA members, families, and friends at home, in the form of donations to NEA-PAC (which qualify for tax credits). The more money raised for each participant's entry fee, the higher the 'office' he or she is eligible to run for—president, senator, etc.

This year, for the first time, a prize will be given to the "most physically fit state delegation"—the one with the highest percentage of delegates running.

The races are set to begin at 7 a.m. on July 1. On your mark, get set—go!

—H.S.

Shell Discredit Card

STOP APARTHEID BOYCOTT SHELL

215 253 1520X 198 512X

I want to help end apartheid, which both enslaves South Africans and undercuts American jobs.

Royal Dutch/Shell (Shell Oil's parent company) plays a key role in supplying fuel for the apartheid system.

Therefore, I pledge not to buy any Shell products until Royal Dutch/Shell withdraws from South Africa.

_____ DATE _____ NAME

TAKING A STAND

NEA Backs Two Boycotts

Why should NEA members boycott a major oil company and California table grapes?

Because children's rights to education as well as social and economic justice are at stake, the NEA Board of Directors decided at its February 28-March 1 meeting. Acting on a recommendation from the NEA Executive Committee, the 130-member Board voted to put NEA on record as supporting the growing consumer boycotts of the Shell Oil Company and California table grapes.

The Shell boycott is part of an international campaign to put economic pressure on Royal Dutch/Shell, the world's second largest corporation, to end its economic support of South Africa and apartheid. Shell Oil is the U.S. subsidiary of Royal Dutch/Shell.

Shell is targeted because the giant corporation is a major supplier of fuel for the South African military and police. Shell also co-owns South Africa's largest oil refinery and the offshore station that delivers most of the country's imported oil. South Africa is entirely dependent on imported oil.

In addition, Shell owns 50 percent of a South African coal mine where workers have been forced to work at gunpoint, and union supporters have been fired. Using Black South African labor paid slave wages, Shell exports apartheid coal—undercutting the wages and jobs of American coal miners.

The Shell boycott is a new phase in the international effort to pressure the South African government to end apartheid.

Education in South Africa, like everything else, is a function of race. Per capita school spending for Black students is less than one fifth that for whites. The pupil-teacher ratio in white schools is 25 to 1, in Black schools 56 to 1. Education is compulsory for whites up to age 15. It is not compulsory for Blacks. Sixty percent of Black children who enter school drop out within the first five years.

Nor is Black public education in South Africa free and universal. Students must buy books, supplies, and uniforms, and pay school fees—often an impossibility for Blacks, many of whom work for below-subsistence wages and 25 percent of whom are unemployed.

NEA Board member Pat Browne believes that apartheid and the Shell boycott definitely belong on our nation's education agenda.

"It's part of our job to teach young people to stand up for what they believe in," says Browne, a second grade teacher at the Louis B. Russell School in Indianapolis.

Browne recently returned from Southern Africa, where she represented NEA at an international meeting with Black South African teachers.

"The South African teachers told me that boycotts and sanctions have a direct impact on their fight against apartheid," she says. "They also pointed out that Blacks could suffer no more than they're already suffering—that everything we can do helps.

"NEA's resolutions express our condemnation of apartheid," Browne adds. "So it's logical for us to join in boycotting a company that nurtures the apartheid economy through major investments."

The boycott of California grapes marks the third time in 20 years that the United Farm Workers (UFW) is using the power of an economic boycott to pressure grape growers to respect the basic rights of farm workers.

The two previous boycotts, in 1965 and 1975, were successful—winning farmworkers the right to organize, be represented by the union of their choice, and

Don't Buy Shell Products...

Everything Shell makes is targeted by the boycott, including all *Shell gasolines and gasoline products* (Piba additive, Shell Dieseline, Shell of the Future, Shelldyne, and Silver Shell, SU 200, and Golden Shell lubricants); *motor oils* (Mysella, Aeroshell, Rimula, Rotella, Shell Super X, Fire and Ice, Shell X-100); *automotive products* (Comfort Ride, Shell Radial Ride, Shell Radial II, Shellride, Super Shell Aramid, and Super Shell Snowshoe tires, Meridyne radios, Sentinel batteries and repair service, Shell Superlife batteries); *home products* (Heritage furniture polish, Shell Flea Collar, Home Freshener room deodorizer, Child Protector Tops safety lids, Citrus Blossom, Open Air, and Wild Flower solid air fresheners, Tegon roofing).

...or California Table Grapes

The boycott is against all table grapes (as opposed to grape jelly or wine) from California. Almost all grapes sold in U.S. stores are California grapes. Unless a store posts a sign saying its grapes are from somewhere else, assume they're from California.

REACHING OUT

Get Next Year Off To the Right Start

The next issue of *NEA Today*, which will reach you in late August, will be a special annual magazine edition. The 1986-87 *Today's Education* will be packed solid with interesting news, views, classroom tips, and colorfully packaged statistics on teachers, students, and families. A fourth section will present resources for 20 subject areas—from business education to science.

DUES-TAB Reminder

Be sure to certify for your NEA DUES-TAB no-cost insurance if you haven't yet done so. A certificate of coverage appeared on pages 22-24 of the May *NEA Today*. Clip and store it with your other insurance papers. If you need another certificate, write to NEA Special Services, 51 Monroe St., Rockville, MD 20850-9965. □

bargain collectively for improved wages and working conditions.

But the growers are now circumventing the law won by previous boycotts, and the UFW charges that the California government is not enforcing it. The current boycott is designed to pressure the growers and the state to abide by the existing law and allow farmworkers the right to honest union elections, good-faith bargaining, and protection from toxic agricultural chemicals. Such chemicals have killed several grape pickers and caused birth defects in the children of others.

The plight of America's migrant farmworkers is well-documented: inhuman working and living conditions and pay so low that all family members, including young children, are forced to work.

Support of the boycott of California table grapes reaffirms NEA's commitment to equal educational opportunity for migrant students. Educating migrant children remains an impossibility as long as farmworker wages are so low that families can survive only by sending their children into the fields instead of to school.

In the grape fields of California, as under apartheid in South Africa, education remains a dream unless the basic human rights of parents and children are respected.

—Heidi Steffens

SEEKING OFFICE

RA To Elect NEA Leaders

Delegates to the 1986 Representative Assembly will elect the NEA secretary-treasurer and three members of the NEA Executive Committee.

The secretary-treasurer will serve a two-year term beginning September 1, 1986. Two Executive Committee members will serve three-year terms beginning the same date. The third position on the Executive Committee represents an unexpired term (*see box*) that runs for two more years—September 1, 1986, through August 31, 1988.

Pictured here are the candidates who have filed for the office of secretary-treasurer and for the two three-year positions on the Executive Committee. Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for the content of the candidate statements.

Candidates for the two-year position on the Executive Committee who file for office and submit statements and photos by June 6 will be featured in the June 16 issue of *NEA NOW*, the weekly newsletter received by some 100,000 Association activists.

It may be necessary for the Representative Assembly to fill at-large positions on the Board of Directors pursuant to Article V, Section 1(c), (d), (e), and (f) of the NEA Constitution. The additional elections will be announced after June 1 if they become necessary.

Third Seat Comes Open on Executive Committee

A third position on the NEA Executive Committee will be filled by the 1986 Representative Assembly, July 3-6 in Louisville. This election wasn't announced in the March *NEA Today* listing of NEA offices to be filled; it became necessary when Ed Foglia was elected president of the California Teachers Association and indicated he will resign from the NEA Executive Committee effective September 1.

The new position represents the unexpired portion of Foglia's term and will run from September 1, 1986, through August 31, 1988.

Complete information on this and the other positions, including an official filing form, is available from the Executive Office, NEA Center, 1201 16th St., N.W., Washington, DC 20036. In order to run for NEA office you must have been an NEA active or educational support member for the two years immediately preceding the election.

For Secretary-Treasurer

Roxanne Bradshaw

Today the NEA continues its commitment to ensure the survival of public education. Our base of strength extends from small and large locals through state affiliates to the national Association. We have exceptional, energetic leaders working enthusiastically for our members. This depth of quality human resources has enabled us to meet the challenges before us.

Currently, the most serious issue is to command a political action agenda that will enhance the future of public education at all levels. The second area of concern is membership. Over the past two years, Association membership has experienced dramatic increases. The critical need to organize our constituencies of higher education faculty and educational support personnel still exists. These members need support and assistance as they achieve power in each of their respective settings.

I was elected secretary-treasurer on a proven record of advocacy. I look forward to working with you as we meet the challenges ahead.

For Executive Committee (two three-year seats)

John Wilson

The National Education Association continues to be the one voice true to promoting a public school system that offers excellence and equity for all students. For this reason, I have been proud to serve you as a member of the NEA Executive Committee. Visiting your classrooms, delivering speeches at your meetings, marching by your side, and making vital policy decisions have convinced me that NEA's voice is critical to the very survival of a free and public school system.

As a candidate for re-election, I offer experienced leadership, understanding of the NEA decision-making process, and familiarity with external power brokers—three components essential in making NEA's agenda a reality. My commitment is to make our schools a good place for us to work and for our students to learn.

Sue Hovey

America's public schools are her future. There is no other institution in our country that will ensure equality and excellence for this generation and generations to come. America's public schools have helped create the best-educated society the world has ever seen.

One organization has consistently stood for excellence in education without compromising its principles. . . the NEA. Our 1.7 million members, from small states and large, from rural locals to urbans, have unflinchingly demanded accountability of their employers, their legislators, of each other, and of their organization.

That's why I'm so proud of NEA.

That's why I want to serve the NEA as a member of the Executive Committee.

Roz Schleife

The goal of education in a democracy is to open options for the individual and for society. It is a critical part of this concept to have all men *and* women be able to be self-sufficient. I believe that NEA best embodies these ideals.

As a candidate for the NEA Executive Committee, I want to speak out for excellence and help our professional organization do an even better job of representing our members. As a K-12 physical education teacher, I am aware of the broad range of ideas and concerns represented by NEA. I understand the needs, and I am fit to lead.

Trying times are for trying harder! We need—

► To promote the excellence we possess.

► All states to have the ability to bargain collectively.

► To have portability in our retirement benefits.

► To better understand the current economy.

► To build coalitions that work to fix the economy.

► To have allocations available to fund our best resource. . . a well-educated citizenry.

I believe these points are the key to the bright future NEA members want and have a right to expect.

To be a part of the strong, creative team working for these goals, I ask you to listen to my ideas, to share your ideas with me, and then cast one of your votes for Roz Schleife for NEA Executive Committee. You hold the "key to excellence" by the choices you make!

Edithe (Edie) Fulton

Our public schools and the educational family have been the focus of national attention for the last few years. I believe we've given the "experts" enough time, enough listening ears, and enough opportunity to "reform" us!

It's time to take back our schools! It's time, through national reform, to insist upon being equal partners in the decision-making process. It's time to stop placing the blame and help the decision-makers at the state and federal level to see the needs as they exist and not as they are perceived.

I'd like to use my 20 years of experience and commitment to public education, and my ability as a leader among leaders, to represent YOU on the Executive Committee of the NEA.

Lona Lewis

The task before NEA and its members is to secure for education employees equitable salaries that are not tied to intolerable education reforms. We are the leaders in working for meaningful reform. Now we must define our image as education employees to convince the public of our worth while retaining those qualities that represent true professionalism.

I am running for the NEA Executive Committee because I want to be part of the leadership team that meets this challenge. I ask for your vote so that I can work for you and with you to accomplish our goals.

YOU AND THE LAW

NEA Enters High Court Cases To Defend Members' Rights

Several legal cases now being considered by the U.S. Supreme Court could directly affect public school employees. NEA is closely monitoring them all and has entered some as an advocate for teachers and school support personnel.

► **Job Protection:** In 1979, the Memphis (Mich.) Community Schools Board ordered that NEA member Edward Stachura be suspended with pay. Parents had complained about the materials Stachura was using in his high school health science classes, even though the materials had been authorized by the school board itself.

Backed by NEA's Unified Legal Services Program, Stachura took his case to the district court and the Sixth Circuit Court of Appeals—and won both times, on the grounds that the school board had denied him due process and that his constitutional right to freedom of speech had been violated.

The courts ordered Stachura reinstated and directed the school board to pay him more than $250,000 in compensatory damages, over and above the salary he received while suspended.

Now the school board is trying to get out of paying Stachura the compensation and has taken its case to the Supreme Court, contending that Stachura was improperly compensated for the value of the right of free speech and not solely for the actual injury he suffered due to the violation of that right.

NEA's attorney argued that Stachura suffered actual injury, including great emotional distress, from harassing phone calls and garbage left on his porch. Stachura also was injured professionally: he lost his zest for teaching and was foreclosed from a definite range of employment opportunities.

► **Affirmative Action:** NEA and seven state affiliates have filed a friend-of-the-court brief that aims to protect an affirmative action plan negotiated by the Jackson (Mich.) Education Association and ratified by its members as part of their collective bargaining agreement.

The plan was adopted to remedy the effects of the Jackson school board's past discrimination against minorities in hiring, assignments, and layoffs, and to fully integrate the system.

In 1981, operating under the plan's guidelines, the school board laid off some white teachers while keeping blacks with less seniority on staff. Some of those who were laid off are challenging the affirmative action plan, but so far it's been upheld in the lower courts.

► **Sexual harassment:** NEA has entered a friend-of-the-court brief in support of an employee of the Meritor Savings Bank in Washington, D.C., because the outcome of her case could affect all employees whose supervisors sexually harass them. The bank employee charged in district court that her immediate supervisor had, during the course of her employment, "constantly . . . sought sexual favors and relations as an inducement for retaining her employment."

The district court ruled that the employee was not a victim of sexual harassment. However, the Court of Appeals reversed that decision, ruling that on-the-job sexual harassment violates the law whether or not the complaining employee has suffered any economic loss, and that the bank was liable whether or not it knew of the supervisor's conduct at the time of its occurrence.

► **Freedom of speech:** To safeguard academic freedom and to protect great works of literature against being censored or banned in public schools, NEA has filed a friend-of-the-court brief on behalf of Matthew Fraser, a student at Pierce County (Wash.) High School.

Fraser was suspended from school for three days after he gave a speech in a voluntary student assembly in support of another student who was running for a student government office. Fraser's speech was in no way disruptive, but it did contain a "sexual innuendo" of the same type frequently found in works by Shakespeare, Chaucer, Melville, and other great writers.

Clarence Lewis

NEA-backed Edward Stachura of Memphis, Mich.: battling to collect court-ordered damages.

If Fraser's suspension is allowed to stand, anti-education groups around the country could be free to ban all educational material they deem to contain similar "innuendos."

NEA's brief argues that although school authorities must have the right to discipline students and inculcate values of decency and civility, students must be educated through skillful instruction and example, consistent with constitutional rights.

—Larry Rubin

When you help teachers explore, you help students grow

Christa McAuliffe dreamed of exploring space as a way of challenging herself and inspiring her students. A tragic accident prevented her dream from becoming reality. But the Christa McAuliffe American Education Fund has been established to ensure that her creative spirit lives.

Give to the Christa McAuliffe American Education Fund

The goal of the fund is to enable teachers and aspiring teachers to pursue the extraordinary ideas that make education come alive. The fund will provide grants to help America's most creative teachers explore their subjects in innovative ways and allow more of our nation's students to fulfill their dream of becoming tomorrow's teachers.

Christa McAuliffe touched the future by teaching. You can touch the future by giving generously to help create and reward more teachers like her. Please make a tax-free donation to the Christa McAuliffe American Education Fund today.

Timothy Savard/PHOTOWORKS

Yes. I'd like to contribute

_____ dollars

to help keep Christa McAuliffe's spirit of innovation alive.

Please send all contributions to:
Christa McAuliffe American Education Fund
American Security Bank
P.O. Box 0149
Washington, DC 20055

Administered by the National Foundation for the Improvement of Education

BOOK BEAT

Schools: A Rural View...

Most teachers have seen *The Foxfire Book* (now in nine volumes), and many of us own at least one. Foxfire, of course, is the original—and perhaps the most successful—of the many projects in which an English curriculum emerges from the encounter of high school students with the local culture and folklore.

Now we have *Sometimes a Shining Moment*, by Foxfire originator (and Association member) Eliot Wigginton, a high school teacher in the Appalachian highlands of Georgia, to tell us how Foxfire—the magazine, the book, the nonprofit enterprise—got started.

Book I is a guided tour of the evolution of the student-edited magazine, *Foxfire*—from a bulletin board display in late 1966 to the first edition in spring 1967, to the quarterly editions of 1967-68, to—just four years later—publication of *The Foxfire Book*.

Boom! A book "put together by high school students, the majority of whom had hated English" quickly became a national bestseller.

SOMETIMES A SHINING MOMENT: THE FOXFIRE EXPERIENCE

by Eliot Wigginton

(Doubleday. 438 pp. $19.95.)

But *Sometimes a Shining Moment* is more than the chronicle of a successful project. Wigginton is also a professional teacher writing for professional teachers. In Book II, he presents in greater detail his educational philosophy and teaching ideals. And in Book III, he becomes even more specific. He outlines and analyzes one of his courses—a grammar and composition course called Foxfire I—and lays out a detailed 12-week lesson plan, the "everyday stuff" of teaching, which makes the project successful.

Success didn't come to Wigginton without failures and days of despair. These are part of his professional reality, and his acknowledgment of them makes the book even more credible.

Sometimes a Shining Moment is a successful attempt to recapture those shining moments of the early Foxfire years, and through them to increase the chance for all of us to have shining moments of our own.

Reviewed by Association member Robert Carlson, an English teacher at Apangalook High School in Gambell, Alaska—a Yupik Eskimo village.

...A City Perspective

Tales Out of School, by Association member Patrick Welsh, is an expansion of a series of first-person articles Welsh wrote two years ago for the *Washington Post*. It relates his personal experiences as an English teacher in Alexandria, Va.—a historic community across the Potomac River from Washington, D.C., with families ranging from the very affluent to the very poor.

TALES OUT OF SCHOOL

by Patrick Welsh

(Viking. 219 pp. $15.95)

What is clear from the first is that Welsh truly cares about learning and students. And he writes vividly. His T. C. Williams High School becomes the reader's school. His English classes come to life in this book as I'm sure they do in his classroom.

Many of us will relate to the varied student and staff personalities Welsh describes, to the frustrations in dealing with bureaucracy. We'll recognize the obstacles to learning, such as students who don't want to learn, who use drugs—the sense that we're constantly swimming upstream.

Yet as a classroom teacher and an advocate for teachers, I feel uncomfortable with some of Welsh's generalizations about his peers. Does our profession really have so many "second salary" women and gays, who can afford the low salaries of teachers, that they're worth mentioning?

Also, I wish we had heard about the weak administrators *before* hearing about the weak teachers. It takes too long for Welsh finally to conclude that administrators should be held responsible for many of the problems.

In sum: *Tales Out of School* is a book written from the heart, with compassion for almost everyone involved in education—except the administrators and the few peers who don't meet the author's standards of excellence.

Reviewed by Arlene Pavey, mathematics teacher at Alamitos Junior High School in Garden Grove, Calif. Pavey is president of NEA's National Council of Urban Education Associations.

MISSING CHILDREN

The kids pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

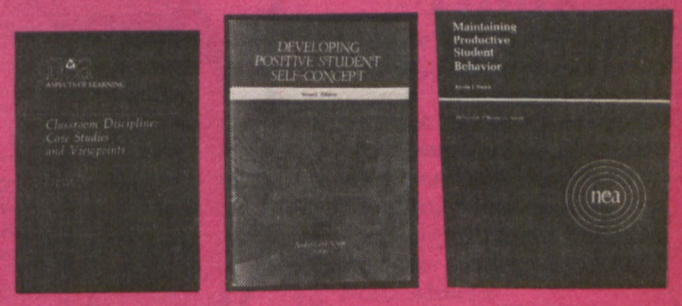
Sondra Kay Ramber
Born: 1/2/69.
Last seen: 10/26/83 in Santa Fe, Texas.
5'5", 123 lbs., brown eyes, brown hair.

Jovanna Stacey Crawford
Born: 8/29/79.
Last seen: 6/5/81 in Bridgeport, Conn.
2'1", 30 lbs., brown eyes, black hair.
Pierced ears.

Joseph Hurtado
Born: 1/5/73.
Last seen: 9/9/74 in El Paso, Texas.
Brown eyes, light brown hair.
Birthmark near right kidney; may be severely pidgeon-toed if problem wasn't corrected.

Do you have problems with

DISCIPLINE?



Classroom Discipline: Case Studies and Viewpoints. Sylvester Kohut, Jr. and Dale G. Range.

The authors first present a comprehensive review of the theory, research, and practice of discipline and then devote the balance of the book to case studies which demonstrate specific classroom behavior issues with possible solutions. Now in its third printing, this best seller has helped thousands of teachers improve their classroom management skills. (1491-X-00-DD) $7.95

Developing Positive Student Self-Concept. (Second Edition) David L. Silvernail.

A wide-ranging review of pertinent educational research is the root of this book . . . explored through classroom-oriented applications, activities, and methods. The relation between student self-concept and student discipline is clear and this book is a guide for helping teachers help students. (1692-0-00-DD) $6.95

The Disruptive Student and the Teacher. L. Wendell Rivers.

The author approaches this key issue through these three stages: general background and historical premises . . . objectives which relate to the role of the teacher and the student . . . recommended techniques for classroom application. (1614-9-00-DD) $7.95

Maintaining Productive Student Behavior. (Revised Edition) Kevin J. Swick.

The purpose is to clarify, organize, and implement a process by which professionals can examine disruptive behavior in their local settings, and initiate useful procedures to improve their particular educational climates. A model for improving behavior is included. (1504-5-10-DD) $5.95

TO: NEA Professional Library, P.O. Box 509, West Haven, CT 06516

Name _____

Address _____

City, State, Zip _____

Qty.	Stock #	Title	Cost*
		TOTAL	

*Prices subject to change without notice.

PAYMENT: (Check One)

☐ 1. **Remittance enclosed** (check or money order). NEA pays the postage and handling charges.

☐ 2. **Please bill me.** Postage and handling charges will be added to invoice. Minimum charge for billing $10.00.

☐ 3. **CHARGE TO MY:** ☐ VISA ☐ MASTERCARD

Card No. _____ Exp. Date _____

Signature _____

Minimum credit card purchase: $15.00.

What's black & yellow, saves you money, is honored at 4,000 locations, handy at airports, & free for the asking?

Hertz IDENTIFICATION CARD
CDP-ID# 50655
NATIONAL EDUCATION ASSN.
For Worldwide Reservations
Call Toll-Free 800-654-2200 in U.S.A. or Call Your Travel Agent
(In Oklahoma Call 1-800-522-3711. In Hawaii & Alaska Call 1-800-654-8200.)
In Canada Call 1-800-268-1311—In British Columbia Call 112-800-268-1311.

Answer:

SPECIAL SERVICES UNIFIED
NEA...Working for you

Hertz

Send for your free NEA Hertz Discount Card today!

T-6-86

Please rush me my free NEA Hertz Discount Card entitling me to a "preferred" rate at all Hertz locations.

NAME: _____

ADDRESS: _____ APT #: _____

CITY: _____

STATE: _____ ZIP: _____

PHONE: ( ) _____

SOCIAL SECURITY # (optional): _____

Mail to: **NEA Special Services**
Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

6

Quality Life Insurance Doesn't Have To Be Complicated.

And we prove it with NEA Life Insurance. Your Association has developed NEA Life to bring members and their families quality life insurance protection, at an affordable price, *without all the complications.* We recently sent you a special offer for this valuable coverage—have you responded yet?

Don't miss the deadline!

Our special, limited-time offer expires on June 15, 1986, so don't wait. Read our offer carefully—it provides you with a choice of two coverage amounts, $10,000 and $25,000, plus many of our unique "members only" benefits.

- No medical exam!
- Group term life insurance protection—the most affordable type of life insurance available!
- Easy, uncomplicated enrollment form!
- Automatic Monthly Contribution Option—automatically transfers your contribution from your checking account every month!
- The Special Services pledge of quality, service, reliability and value!

Don't miss this valuable opportunity. Send in your enrollment form before June 15th to start your protection right away! After all, with your family's security at stake, can you afford to delay this needed coverage?

NEA Life Insurance.

Custom-made for Association members.

SPECIAL SERVICES UNIFIED
NEA...Working for you

Underwritten by
The Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

30 ☐ I never received my "Life Insurance Made Simple" brochure and enrollment form. Please send them right away!

10 ☐ Please send me information about higher levels of coverage available through the NEA Life Insurance Plan.

2 ☐ Please send me a free NEA Consumer Guide on life insurance.

Name: _____

Address: _____

Apt. #: _____ City: _____

State: _____ Zip: _____

Phone: ( ) _____

Social Security # (optional): _____

Mail to:
NEA Special Services Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

T-6-86

PERSONALLY SPEAKING

Ah...Summer Vacation!

Tips for Fare Hunters

Airline deregulation has ushered in an era of airfare wars. Because of carrier competition, there are untold travel bargains to be had. As a smart consumer/traveler, it's up to you to find the discounts and take advantage of them.

Technically, the airlines, like other transportation providers, have no obligation to inform you of discount rates if you don't take the initiative and inquire about them. So the first principle to remember as you become a smart fare shopper is always to *ask*.

Ask the ticket agent (or your travel agent) what alternative fares are available on the route you plan to take. And ask what changes in your itinerary could net you a bigger savings. In some cases, merely prolonging or shortening your trip by one day can save you substantially on your fare.

Or, if you're not wedded to a particular vacation destination, ask the agent which routes offer the most substantial savings.

Two other keys to budget-wise travel are *planning* (almost all discount fares require advance purchase) and *flexibility* (most discount fares have length-of-stay or off-peak travel requirements). Invariably, the traveler with the most rigid schedule pays the most.

More tips for searching out the lowest fare:

► Call the airline's reservations office *at least twice* and speak to different agents. Fares are constantly being revised: printed materials and ticket or reservations agents aren't always up to date on all the changes.

► Comparison shop. Due to market lag time, one airline's rates may be lower than another's. And terms and conditions associated with discount fares vary according to the carrier; one set of requirements may fit your travel situation better than another.

► Get professional help. Consult a travel agent, particularly if your service requirements are high—that is, you need hotel and other land arrangements. Agents are aware of special rates and packages and can save you valuable time.

You can always skip the personal research entirely and go directly to your travel agent, but if you choose this "easy" approach to fare-hunting, make sure you have a good, dependable agent who will take the time and trouble to sort through the hodgepodge of available fares and find the one most advantageous to you. □

Think Canada!

Trace the old silk roads of China, view ancient treasures from the tomb of an Egyptian pharaoh, experience Czechoslovakian and Peruvian lifestyles—all without leaving North America!

How? By taking a trip to Vancouver, British Columbia, this summer to visit Canada's "Expo '86," which closes October 13. Exhibits from more than 40 nations offer an educational and entertaining 'mini-tour' of the world.

And current exchange rates, the best in 10 years ($1 U.S. equals $1.38 Canadian), are expected to continue, making a trip north of the border a real bargain.

Expo '86 offers admission discounts to groups of 20 or more. For further information, write Expo '86, P.O. Box 24-1986, Seattle, WA 98124-1986, or phone 604/660-EXPO. □

Considering a Cruise?

Romance is back: cruises are fast becoming one of the most popular forms of leisure travel among Americans. While cruises can never be considered budget travel, there are still some "fare deals" to be had. Most of these are air/sea packages, where the cruise company subsidizes your flight to and from the port of embarkation.

If you're considering a package, be sure to determine exactly how much you're being charged for the air, land, and cruise components. Then compare prices to discount airfares. In some cases, the air/sea package may not be a savings at all, and you can do better by buying air and sea portions separately. Remember that if you do buy an air/sea package, you must purchase both portions together and pay the tab before you leave home. If you change your plans once on vacation, refunds may be difficult to negotiate.

A variation of the air/sea package is "sail one way, fly the other." This plan often includes hotel at your destination and a "free" flight home—but may require you to purchase more than the minimum priced cabin.

Cabin prices are the most important variable affecting the cost of your cruise. The lower the deck, the lower the price. Inside cabins are less expensive than outside cabins, and berths cost less than beds. Cabins by public rooms or elevators may cost less than cabins in a quieter area.

Some more words to the wise:

► Most cruise ships have very few (if any) single cabins. If you're determined to have a room to yourself, you may be assigned a double cabin and pay double the price. So if you're single, try to interest a friend in accompanying you.

► Remember that shore excursions, which are usually sold on the ship, are not included in the cruise price. Nor are port taxes.

► Check to see if the ship you're considering is equipped with stabilizers, which generally guarantee a smoother voyage.

► You're expected to tip both the cabin and dining stewards, usually on the last day of the voyage. The purser (he's the official responsible for passengers' comfort) can suggest appropriate amounts.

► Check the entire sailing schedule to ascertain the amount of time in port and at sea. If you're primarily interested in onshore activities, select a cruise that sails mostly at night.

► Cruise ships vary a great deal, so seek friends' recommendations—or consider a cruise vacation sponsored by your Association. □

Take the Worry Out of Customs

Will your vacation take you out of the U.S. this year? Upon reentering the States, you must declare any goods you've bought and their value. Customs will allow you to import tax-free only a limited dollar amount; above that you pay a tax, or duty, based on the wholesale value of your purchases. Duties are generally not excessive.

If you're buying gifts, don't carry them home—ship them directly to your relatives and friends. They're duty-free as long as their value is $50 or less. The same person, however, may not receive more than one gift from you per day, and alcohol and tobacco products don't qualify. Gifts should be marked as such on the outside of the package, and the contents noted. Remember, too, that gifts must *be* gifts—intended for someone else, not yourself.

If you plan to make substantial purchases abroad, you'd be wise to read the U.S. Customs pamphlet "Know Before You Go." For a free copy, write or phone the U.S. Customs office nearest you (it's in the telephone directory under U.S. Government—Treasury Department), or P.O. Box 7407, Washington, DC 20044 (202/566-8195).

Other tips for getting through customs as smoothly as possible:

► Don't cheat. Make a complete declaration, and report the actual cost of items you've purchased. Customs officials recognize foreign goods and know their true value. If you're caught importing undeclared goods, you'll be fined—usually for a sum equal to the value of the item. In some cases, your goods will be confiscated, never to be returned.

► Keep receipts so you have proof if you're questioned.

► If you'll be traveling with your own expensive foreign-made goods, such as a Japanese camera, either carry the U.S. store receipts along with you or register such items with your local Customs office before you leave.

► Certain items are prohibited from being brought into the U.S. Fruits, vegetables, plants, and meats aren't worth bringing home—they'll most likely be confiscated.

► Remember that "duty-free" means an item has not been taxed by the country where you purchase it. It remains subject to U.S. import tax and therefore must be declared. □

Letters

How About the Facts?

The story about Bob Hunter's annual trivia contest ("People," May) set me wondering. Was Harry Truman really a member of the Ku Klux Klan, as you claim?

I recently began to reread *Plain Speaking*, an oral biography by Merle Miller. On page 130, Truman says he never was a KKK member although he has been so accused.

How about the facts?

Etta K. Kramer
Clifton, New Jersey

Ed. note: Hunter replies, "As is often the case in historical research, the 'facts' here are open to dispute. Some sources say that Truman was a Klan member, others that he was not. The rules of the trivia contest require students to cite reputable sources. The aim is for students to discover the fun—and potential problems—of research."

Position Clarified

In your May debate over whether or not teachers should insist on being compensated for supervising student teachers, Charlene Bice, a Texas State Teachers Association member and NEA director from Fort Worth, argued the "no" side.

Charlene was obviously speaking for herself—as she has every right to—but I do want to clarify TSTA's position, which is and has been for many years that classroom teachers *should* be adequately compensated for supervising student teachers.

Charles N. Beard
President, TSTA
Austin, Texas

Education, Not Bombs

I've been catching up on my professional reading after a recent trip to Central America. I find *NEA Today* to be a valuable source of both traditional and current perspectives on education—and a paper that stimulates thought and ideas.

I specifically want to thank you for the May story on "Hands Across America." It's becoming so apparent, both in Central America and here at home, that true national security cannot be secured by bullets, bombs, and missiles. More and more people are coming to appreciate that real security lies in a commitment to education, health, the environment, and similar factors that directly determine whether our children will be able to live and grow in happiness and become all that we hope for them.

Dick Lewandowski
Duluth, Minnesota

Taking Exception

I take exception to the unfair assumption ("A SADD Commentary" in your April "Trends" column) that "anti-drinking campaigns by groups such as Students Against Drunk Driving (SADD) may explain part" of the ever-increasing problem of elementary school children drinking alcoholic beverages.

It is educational awareness programs such as SADD that are making our students more aware of the potential lethal combination of substances with the complex operation of a motor vehicle.

The number one killer of teenagers is alcohol-related crashes. SADD is working in the educational arena to raise the awareness levels of our students and ultimately reduce the senseless death on our highways.

SADD and groups like it are telling kids that they're the effective solution to the problem, and they're beginning to show that they can make a difference. Students are learning that they have choices.

Why condemn programs like SADD and the involved students who are breaking away from their apathy? They're beginning to break down the negative peer pressure that exists in many schools and turn it into positive peer pressure. They're gaining acceptance—but need the continued support of teachers, not one-sided, biased reporting by the NEA, if they're to continue their successful efforts.

Gary Lubell
Strasburg, Colorado

Ed. note: In no way did we mean to put down the commendable work performed by SADD chapters around the country, but only to point out the ironic fact that today's focus on drunk drinking sometimes leads younger children to think that drinking to excess is acceptable as long as you're not at the wheel.

'Debate' in Name Only

As so often happens, your April "Debate" ("Should America's Schools Unplug Their Public Address Systems?") is not a real debate, but merely viewpoints on means to achieving a goal which basically both sides agree on. I suggest you change the title of this page to "Opinions" or "Viewpoints."

Congratulations to Mary Futrell for her remarks on Gramm-Rudman-Hollings ("President's Viewpoint," April). I'm sending copies to several newspapers.

Don McIlroy
Oberlin, Ohio

Facing Reality?

In response to Mary Futrell's "President's Viewpoint" (April), what is her proposal to reduce the deficit? By her omission, I can only assume it would be to cut billions out of the defense budget. The past two elections strongly suggest that the large majority of the people still consider a free and safe country the number one priority.

I believe we do very little to educate our students regarding the economics of a free society. Most important of all, the best education in the world would be useless if our students will have to spend their adult lives trying to regain their freedom and paying off a horrendous deficit, or even facing financial disaster.

We all better start facing reality.

Patricia Tidey
Carnelian Bay, California

'Front Lines'?

I was disturbed by the use of the military metaphor "front lines" in "Education Reform: The View from the Classroom" (April). Language usage of this type contributes to children's and adults' becoming more complacent about increased militarization of our government and culture.

It also implies that teachers and students are involved in some type of battle, when in fact we're all victims of a system that gives education lots of lip service and little real support.

I'd like to commend you for pointing out that teachers have had little involvement in the current "reforms." This is an important point indeed.

Pat DiBiase
Madison, Wisconsin

'Book It!'

It was with great interest that I read your April feature on Pizza Hut's "Book It!" program. I'm a remedial reading lab teacher. We had a project much like "Book It!" where children received helium balloons as encouragement for reading. The balloons were later launched.

The children went out of their way to read and parents got involved. Our project ran for six weeks. One third grader was able to read and report on 17 books. Others read 12, eight, five, and some just one—but the motivation was there.

We hope to be able to join "Book It!" next year.

Dulcie Romero
Taos, New Mexico

As a teacher and parent, I have mixed feelings about the Pizza Hut "Book It!" program. It's good to have incentives to read. My second grade daughter just finished the program and reads like a trooper.

Since she's a good reader who likes to read, I'm not really sure how large a role the pizza incentive played. Perhaps for poorer readers it makes more sense.

But couldn't classroom teachers come up with their own incentives to encourage reading? Will students forever buy mainly Pizza Hut pizzas since "they taught me how to read"?

If you follow "Book It!" to its logical conclusion, let's have McDonald's sponsor math, Taco Bell geography, and the Colonel penmanship.

John Kurth
Villa Park, Illinois

Defining LD Students

I'd like to comment on "Controversy Simmers Over Number of LD Kids" (April). As an elementary teacher and the parent of an LD child, I feel that the number of learning disabled children has grown because there's no alternative placement for slow learners.

I honestly feel that many children are misplaced. Many who are labeled as learning disabled are really slow learners who need a little more help, instruction, and care. Our government needs to look at a program for these children, such as having tutors in classrooms. With this kind of program, I believe there would be a decline in the number of LD kids.

Lynette Blevins
Athens, West Virginia

Buyer Beware!

I wish you'd published the article about questionable contractors ("Personally Speaking," March) a year ago. Perhaps I could have saved myself thousands of dollars on shoddy home repairs, as well as many hours of time spent trying to get mistakes corrected.

The huge backlog of legitimate complaints filed against contractors at the California State Contractors License Board is ample evidence that consumers need to be extremely careful when selecting a contractor for home repairs.

For the present, I'm stuck with a leaky, sagging roof, a cement patio that becomes a small pond when it rains, and much more.

Mary E. Daniels
Whittier, California

English, Please!

The "English as an official language" controversy touches my life daily. For over 10 years, I've taught in a predominantly Hispanic city, and the city I live in has become predominantly Asian.

When I need an itemized receipt at the local hardware store, I have to explain what it is, wait for the other customers to be waited on, then write it out myself. When I call a local shop to ask about an appliance repair, the reply is, "You want fix?"

The frustrations of the immigrants are far greater than mine at this lack of communication. But this should be temporary. It will be if, in 15 to 20 years, these immigrants learn to prosper in English. But if these languages are encouraged as acceptable alternatives to English, the barriers will always be there.

These foreign languages are not indigenous to our nation as it emerged. I don't want to *have* to learn a foreign language to live in the country my grandparents chose to make our home.

Patti Jo Kaye
Monterey Park, California

From Turkey to Texas

Izmir American Dependent School in Turkey was a fascinating place to go to school in the 1960s. But it's difficult to get people together for a class reunion. It occurred to me that a number of us may have become teachers.

Randy Starbuck (Class of '68) and I ('66) are trying to contact people who graduated from Izmir High School between 1963 and 1968. We'd like to hear from our faculty too. The reunion will be in Dallas, Texas, in 1987.

Drop me a line if you'd like more information. We shared some strange experiences being dragged from country to country by our parents. Let's do something "conventional" for a change: let's have a reunion.

Toni (Miller) Sills
33 Dawn Heights
Russellville, Arkansas 72801

Gift Idea

Many of us are stymied when it comes time to give gifts to young people. The perfect gift could be a college tuition gift certificate.

A tuition gift certificate could be purchased for any number of credits. It need not be purchased at the student's home college. Summer vacation, correspondence study, travel for credits and transfer all fit into the mobile academic period between high school and career.

This gift might be the motivating factor to get someone started on his or her education. We should push our higher education institutions to make this service available locally and nationwide.

Mark Carey Rees
Camas, Washington

'Gaudy Display'?

After receiving my second issue of *NEA Today*, I'm appalled at the expense producing such a "newsletter" must cause. It looks like *USA Today*!

I counted two advertisements. Those two ads could hardly pay for this gaudy display, so I must assume that our dues does.

Most of us, I'm sure, would rather have a reduction in our dues and a black-and-white *newsletter* than a "look-at-all-this-extra-money-coming-in-what-should-we-do-with-it" attitude so typical of big organizations centered in good old Washington, D.C.

Linda L. Holt
Mercer Island, Washington

Thank you, *NEA Today!* All too often some organization I belong to sends me a drab, stilted newsletter I can't get myself to read. But when my *NEA Today* comes, I know I can count on it for several articles I can use, either in class or outside. All the pictures and color give the paper a lively look that makes the stories easy to get into.

NEA Today also looks exactly like what it is: a publication that speaks for 1.8 million education professionals.

Linda Chmielnicki
Glastonbury, Connecticut

Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

Debate

Are Most Field Trips A Waste of Time?

Joe Di Dio

Manu Patel chairs the science department at T.C. Williams High School in Alexandria, Va., where he's been teaching physics since 1976. He's a member of the Education Association of Alexandria. Before settling in the U.S. in 1969, Dr. Patel taught in his native India. He currently serves on the College Board Physics Achievement Test Development Committee.

YES

For most students, a field trip isn't an educational experience so much as an opportunity to get away from school and its attendant responsibilities.

To socialize with classmates and have fun is what they really want. If you doubt my words, try planning a trip on a school holiday or a weekend and see how many students sign up.

Field trips require hours of preparation. The sponsoring teacher must visit the site beforehand, arrange transportation, and locate parent chaperones.

Then there's attendance to record. In my district the sponsoring teacher must prepare an alphabetized list of all students going on the trip and circulate it to every other teacher. They, in turn, must go over the list for each of their classes, making sure to record an excused absence for any student participating. After the trip, the sponsoring teacher must circulate another list—of students who had planned to go on the trip but didn't. Then the other teachers must correct their records.

The trip itself presents endless possibilities for trouble. Students who can't see or hear all that's going on often wander off by themselves. For them the trip is a waste of money, time, and effort.

Loading buses for the trip home can mean still more upset. Student groups are usually large, and the teacher must account for each student. If an accident occurs, the teacher has additional responsibility and even runs the risk of being charged with negligence.

In math and science classes, where sequential presentation of material is especially important, students can't afford to arrive late to class, much less be absent. A missed class means two to three hours of home study to make up the work lost. I've found that most students aren't willing to put in this extra time. Instead, they approach me the day after they've been on a field trip and ask me to explain everything they missed.

What are my choices? I can explain the missed lesson to them at the expense of boring my other students, or I can remind those who were absent of the importance of regular attendance and of their responsibility for making up the missed work themselves. Asking them to come to my office during lunch time doesn't work because they're reluctant to give up this period. Most won't come after school because they either work or have transportation problems.

It's more of a problem if they missed a test. I can give them a makeup test during class time, but when do they learn the material they miss while taking it?

And what happens to the sponsoring teacher's other classes, the ones that aren't going on the trip? Most teachers have five classes a day. If only one or two of those classes are participating, what arrangements are made for the others? In our district, the school must hire substitutes who follow lesson plans prepared by the sponsoring teacher—if the students permit this. For many students, a substitute means more wasted time.

Teachers could make life easier for themselves and avoid disrupting the school schedule by bringing the field trip to the students. Classroom video presentations and guest speakers would serve the same purpose. Or students could take the initiative and visit museums and other field trip destinations on holidays and weekends.

Students attending a field trip are losers when they miss other classes. Students in other classes of the teacher leading the field trip are also losers. Teachers whose students miss their classes to go on a field trip have the aggravation of keeping involved records and planning make-up work.

Who are the winners? Only students who are looking for a day of fun. □

Michael Munden

Last September, after 10 years of teaching art to elementary students—including the artistically gifted and developmentally handicapped—Association member Janice Plank joined the faculty at Whitehall-Yearling High School in Whitehall, Ohio. She is a master's degree candidate in curriculum development for the artistically gifted at Ohio State University.

NO

When people think back to their school days, their fondest memories usually include field trips. Field trips are a traditional part of American education. They provide experiences that can't be duplicated in the classroom.

When student groups visit museums, businesses, and other places of interest, management and staff often treat them like VIPs and show them things not available to the general public. The class might take part in a specially planned tour to tie in with a unit of study, or students might be invited to try out equipment or question employees on the job. When these things happen, the visit has significant impact: students aren't likely to soon forget what they've seen and heard.

Another plus: field trips help involve parents and the community in the schools. Parent chaperones share learning experiences with their children and get to know their children's teachers, opening lines for further communication.

Overnight field trips give students an opportunity to visit places outside their communities. With structured itineraries and preparation related to a specific unit or theme, students can gain in-depth knowledge about a subject that may even help them decide on a college major or career choice. Also, these trips give students an opportunity to talk with teachers on an informal, personal basis.

Often a class has to raise money for trip expenses. Fund-raising projects teach students many important lessons such as the importance of team effort, respecting the opinions of others, setting goals, determining priorities, and maintaining budgets.

As an elementary art specialist, I not only took my own students on field trips but participated in other school outings as well. For several years I attended a sixth grade outdoor education program at a camp outside the community. I also accompanied the entire school population on a trip to a local science center for a day of special events. Both trips provided the students with experiences that could never be reproduced in the classroom.

My own class trips correlated with my school's art curriculum. We visited the zoo, art musuems and galleries, airports, studios of architects and artists, theatrical productions, and backstage makeup demonstrations. The visits allowed students to gather information and ideas that would inspire them to create not only at the moment, but long after they returned to the artroom.

One trip—to the Columbus Museum of Art—gave birth to a year-long project for my fifth grade students: the creation of a hypothetical art museum for the Whitehall community. That project spanned several disciplines and activities, including math, creative writing, research, documentation, city planning, art history and criticism, architecture, interior design, city planning, and role playing. Teachers, parents, administration, and community leaders became involved in the project and helped the students with their research by visiting the class to talk about their jobs. None of this would have happened without that initial trip to the museum.

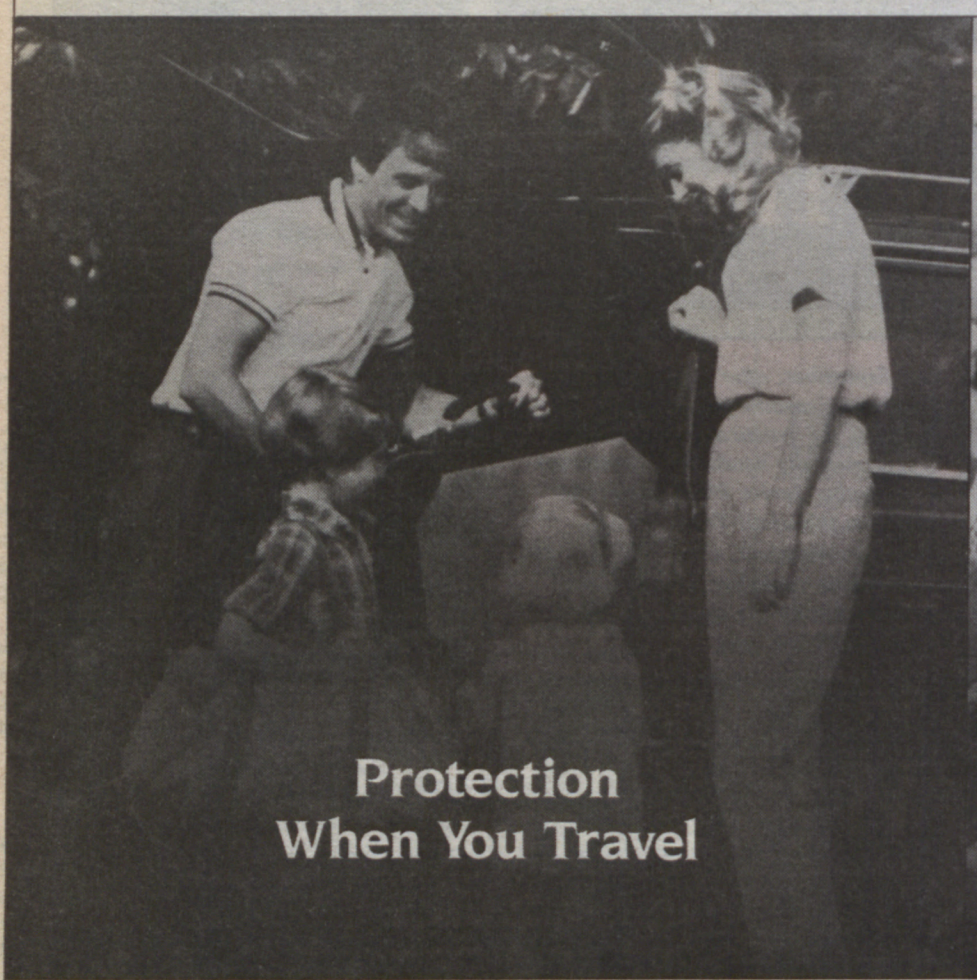
Field trips can also renew teacher interest in a subject. As professionals, we may need to be aware of advances in technology, business, and industry; new directions in the visual and performing arts; and current developments in zoos and historical museums. Trips into these environments help us add new dimensions and directions to our curriculums.

We all come out winners when field trips are part of our lesson plans. That's because these experiences provide students with a greater understanding of our culture—a culture to which they'll contribute for many years to come. □

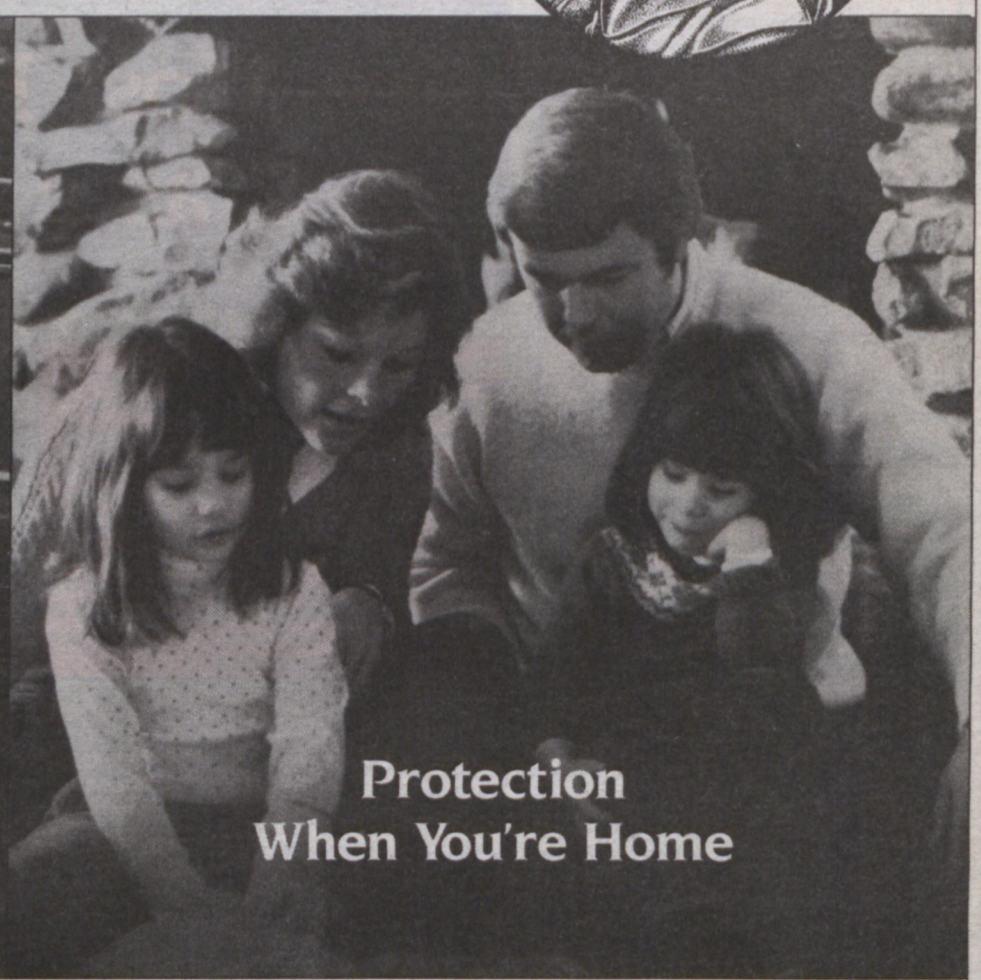
24-Hour Accident Protection For About A Nickel A Day.

UNIFIED SPECIAL SERVICES

NEA...Working for you



Protection When You Travel



Protection When You're Home

Trip AD&D insurance offers protection for the time you're actually on an airplane. But what about the rest of your trip? What about the rest of the year? Your Association covers you 365-days-a-year, anywhere in the world with the NEA AD&D Program.

Once you enroll, you're automatically covered every time you travel for up to **$130,000** in benefits for death while riding as a passenger on *any* public transportation, including buses, trains, planes, ships...even subways. Your family will also be protected for up to **$30,000** in the event of death due to any other covered accident.

But what makes NEA AD&D even more special is that it offers this valuable protection *all year long*! Whether you're traveling far from home, or in your own living room, you're assured complete accident protection.

More valuable features:

- Worldwide protection 24-hours-a-day, 365-days-a-year.
- No physical exam and no health questions to enroll.
- Guaranteed acceptance for you and your eligible family members.
- Pays in addition to any other insurance.
- You choose your beneficiary.
- One annual rate for individual or family coverage.
- A higher level of coverage is available.

Act now before an accident strikes...at about a nickel a day you can't afford to be without coverage! Send for information and an enrollment form today by filling out the coupon below.

The NEA AD&D Program. Custom-made for Association Members.

T-6-86

Yes. I want 24-hour AD&D protection for about a nickel a day. Please send me more information and an enrollment form.

Name: _____

Address: _____ Apt.#: _____

City: _____ State: _____ Zip: _____

Phone: (___) _____

Mail to: NEA Special Services Response Center
51 Monroe Street, Suite 200
Rockville, MD 20850

12